

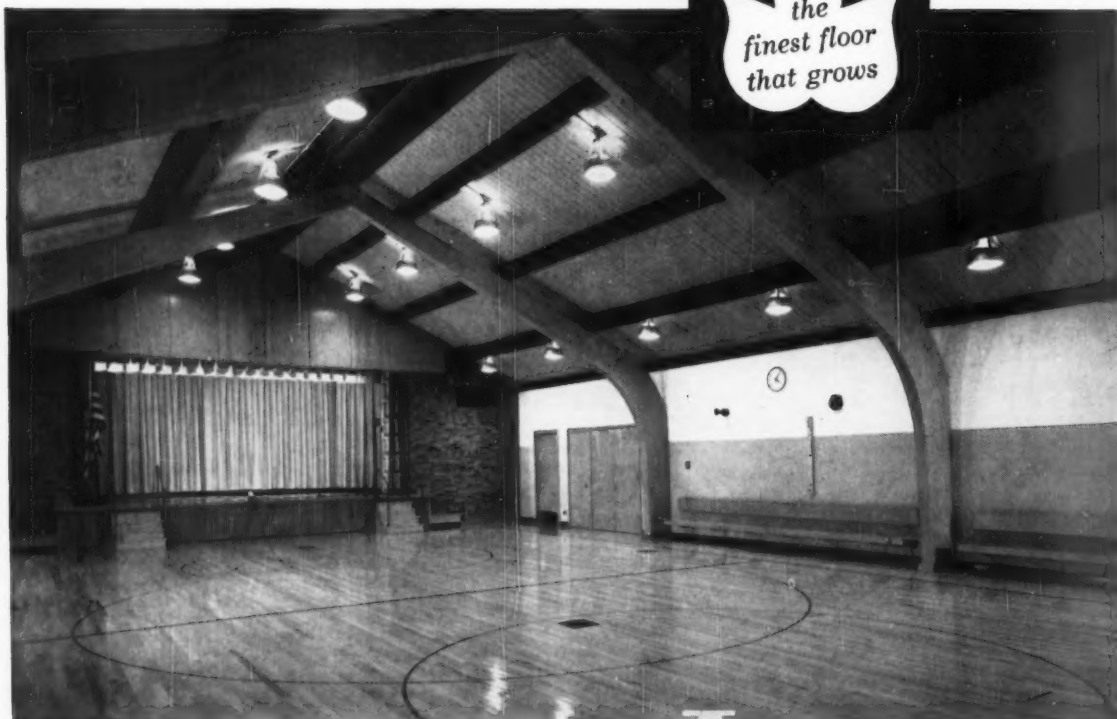
March, 1960

the  
**AMERICAN  
SCHOOL BOARD  
JOURNAL**  
a periodical of school administration



facilities for an  
educational  
services division  
(see pg. 28)

Indian Trails Elementary School, Highland Park, Ill. Architects: Perkins & Will, Chicago. Photo by Hube Henry, of Hedrich-Blessing, Chicago, courtesy of Unit Structures, Inc., Peshtigo, Wis.



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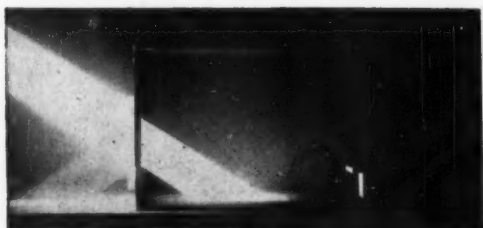
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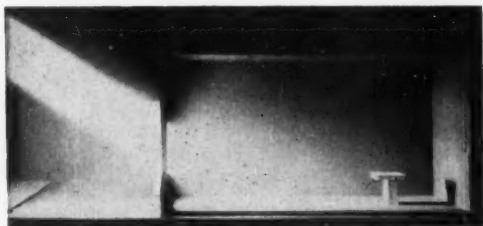
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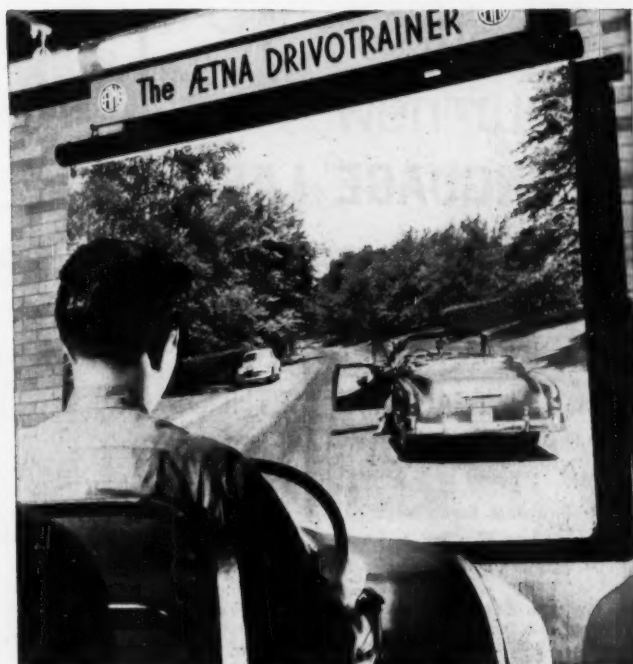
**Better educational value**—teaching basic driving skills, developing safer driving attitudes in a wide variety of learning situations.

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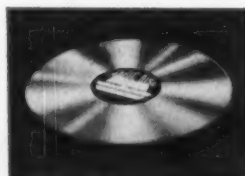
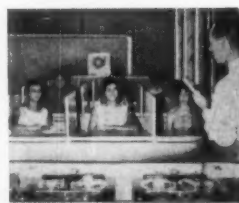
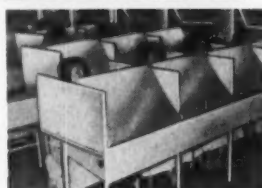
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## SURVEYING THE SCHOOL SCENE

### NEW METHOD OF TAX LEVY NEEDED

In Albany, N. Y., Governor Rockefeller has declared that the responsibility for spending local school money and the power to raise it by taxes should go hand in hand. In his first public discussion, the Governor detailed the alternatives to permitting school boards to levy nonproperty taxes. He said that either real estate will be loaded with a very much higher cost at the local level of government, or the state is going to have to pick up an increasing percentage of the cost of education. It will be necessary to find some new method, other than real estate, whereby taxes can be levied at the local level.

### HARRIS DIRECTOR OF JOINT PROJECT

Dr. Lewis E. Harris, executive secretary of the Ohio School Boards Association, has been appointed director of the Joint Project on School System Evaluation of the National School Boards Association and the American Association of School Administrators, for which a grant of \$75,000 was made in December by The Fund for the Advancement of Education.

Serving with Dr. Harris, as Associate Director of the Joint Project, will be Dr. Clyde M. Moore, professor emeritus of Cornell University, and Treasurer of the New York State School Boards Association.

The purpose of the Joint Project is to study at firsthand the approaches, methods, and instruments used by superior school systems in carrying out comprehensive self-evaluations.

### QUALITY PROVISIONS FOR MORE SALARY SCHEDULES

More and more schools are basing teachers' salaries on quality of service, according to a recent report by the NEA research department:

1. One in six urban school districts provides for a reward or a penalty to recognize quality of service in the salary schedule.

2. The per cent of large urban school districts providing superior-service maximums, after decreasing for 14 years, is now increasing.

Forty-six per cent of the reporting superintendents of districts having quality-of-service provisions stated that they thought such a provision had a good effect on the level of performance of nearly all teachers, and 38 per cent, that it had a good effect on the morale of nearly all teachers.

According to the study, a quality-of-service salary schedule may reward superior

(Concluded on page 51)





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# N. S. B. A. REPORT

## THREE GROUPS DISCUSS NSBA ACTIVITIES AND PLANS

**PETER PROUSE**

Associate Executive Director

Three important meetings to discuss various activities and plans of the National School Boards Association took place January 14-17 in Evanston, Ill., location of the NSBA's national headquarters.

The four-day series began with an all-day meeting of the governing board of the National Center for School Board Studies on January 14. Considered at this meeting were fund-raising activities and plans for providing the Center with general support as well as funds to finance special research projects; creation of a special, informal advisory group on Center financing; major areas of needed research for the improvement of school board membership, service, and operation; and the proposed major study of the relative

effectiveness of various materials and techniques for the orientation and training of new board members.

### Executive Committee

On Friday, January 15, a meeting of the NSBA executive committee was held. The meeting began with a report by executive Director W. A. Shannon on the NSBA-AASA Joint Project on School System Evaluation, a report by Associate Executive Director Peter Prouse on the development of program plans for the six general and seventy-five special sessions of the 1960 Convention, and a report by Associate Executive Director Harold V. Webb on the 1960 convention exhibit and the display of architects' drawings and models

which will be held this year for the first time. These reports were followed by a discussion of NSBA personnel policies, practices, and regulations, and proposed medical and retirement benefits for members of the Association staff, led by Director John Bloxsome, chairman of the Supplemental Benefits committee that has been studying these matters for some time.

A proposal from board members of cities of more than 300,000 population was presented to the executive committee by Dr. H. C. Willett, president of the Los Angeles Board of Education. Dr. Willett reported that board members representing 38 cities of that size had met at the 1959 NSBA convention to discuss various ways in which they might organize for mutual assistance in helping to solve the very complex educational problems of the large urban areas of the nation. Since that time, the group has been discussing whether it should work within the structure of the NSBA or form a co-operating, separate organization. As a result of those discussions, Dr. Willett had come to the meeting to explain a proposal to be submitted to the NSBA Constitution and By-Laws committee, and, through it, to the Delegate Assembly, to change the Constitution by adding three members to the present fifteen on the NSBA board, who would represent the cities of over 300,000. During the lengthy discussion which followed, various factors, problems, and possibilities were examined in detail. It was pointed out that, although there is no arrangement for direct representation by district size at present, three of the fifteen members now on the board are from cities of more than 300,000; and that it has always been a fundamental philosophy of the NSBA that the members of its board are elected to represent the total membership of the affiliated state associations, rather than the various district segments into which that membership can be divided. Although the executive committee took no formal action on the proposal, its members expressed the belief that the matter should be explored thoroughly between now and convention time, in the hope of developing some mutually satisfactory solution.

### Public Relations Committee

A two-day meeting of the Public Relations committee took place on Saturday and Sunday, January 16 and 17, to continue discussions on the development of policies, procedures, and programs to be recommended to the NSBA board for the improvement of both the internal and external relationships of the organization. Discussion of the objectives of NSBA public relations led to the conclusion that primary emphasis should be given to efforts to improve internal relationships through improving the informational and field services of the NSBA to its affiliated state associations and their members. Comprehensive examination of the functions, projects, plans, and areas of activity in which the NSBA is now engaged followed. In order to develop recommendations regarding the priorities of attention and effort which should be given to various undertakings. It was agreed that the three most important areas in which NSBA project activities should be developed are (1) the financing of public schools, (2) the selection of school board members, and (3) the orientation and training of new school board members. In implementing the over-all NSBA program, it was agreed that top priority should be given to (1) information services, (2) field services, and (3) the planning and holding of national conventions and exhibits.



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**Would you cheat a child?...**



## Many children are paying a shocking price for our complacency. Why?

**T**HE FIGURES clearly indicate that in all too many instances we are not practicing what we know in equipping our schools. As a result, America is failing in its obligations to great numbers of school children. We're cheating them during the most formative years of their lives.

Records show that far too many of our children are leaving the elementary grades with observable, preventable physical defects. These defects carry on through the upper grades and often through life . . . some with devastating results.

Superintendents and other school planners are not to blame. For the matter is often taken right out of their experienced hands in the hysteria that accompanies a crisis in education like the one that exists today — the most serious in our history.

What are the factors that contribute to the causes of these defects? Why is the rate of preventable defects higher in the elementary grades? Why should you, as an educator or a business executive in a school sys-

tem, be concerned? What can we do to prevent these defects? Why aren't more parents alarmed?

Is it because education is everybody's business? Yes. But also because too many people refuse to take a realistic look at the facts. And when they do someone heedlessly says, "I didn't have this or that when I went to school and I did all right," or "Let's cut out the frills in education."

You have seen this happen in your own community all too often. It is a form of false austerity, without regard to reason or consequences.

Let's put the spotlight on the subject. Simply stated, the classroom factors that are the biggest culprits are: improper seating, improper lighting, improper placement of working materials, in the order named.

Improper seating and improper lighting are inexcusable, for both good seating and good lighting are readily available. Improper placement of working materials is largely the result of improper seating.

Just consider for the moment the



furniture you personally use in your office or that which is prevalent today among business people. Then compare it with some of the furniture in our schools.

Posture is important. Sight conservation is important. Scientific research has been profitably applied to these problems. Yet, the figures clearly indicate that we are not taking the scientific advances into consideration, in all too many instances, when we purchase school equipment.

If your chair swivels to give easy access and egress, if it's formed to fit your back . . . shouldn't a child be given these advantages, too? The best of today's school furniture incorporates these features.

Furniture hewed out of solid wood and bolted to the floor may have been good enough in the good old days. It was quiet, because it stayed put. But modern methods of teaching and learning require furniture that can be moved. Shall we sentence a child to sit for 15,000 hours\* in a kitchen-type chair that he must scrape to turn, push back to get up—when modern research makes it possible to minimize noise in movable school furniture? Of course not!

How about the angle of a child's desk-top? Dials on telephones are scientifically placed at just the right angle for you to dial easily. Drawing boards in our design studios and in industry are easily adjustable to just the right slant for more efficient, effective work. Instruments in our modern planes are positioned to make reading easy. But millions of school

children are denied the benefit of desk tops that can be adjusted to different slopes for reading, writing, or drawing. Why?

America is educating her children for tomorrow's challenges . . . not yesterday's. Our children are growing taller; let's give them school furniture that can be raised and lowered to meet individual needs. Let's give them a place to sit down and learn to the best of their abilities. Just as we provide those in industry with tools that bring out their best.

A seat back of molded plastic that fits a child's body, flexes when he moves, reduces restless wiggling, distraction from studies and disturbances that upset him and the rest of the class is *not a frill*. A desk top that slopes to help him see better, work better is *not a frill*. The child denied such advantages as these pays compensation with his body, his eyes, his mind. The toll, of course, is highest in the formative elementary years.

Why aren't more parents alarmed? Many aren't aware of the shocking truth; others are just complacent. But the vast majority put their trust in school officials, and rightly so, to see that the proper school equipment is purchased.

Moral: School furniture is the most important single item you purchase affecting the physical and intellectual development of children. When the time comes to buy it, don't think of what you had, or of your investment in furniture as such . . . think of America's investment in its children.

\*Time spent seated by average student, kindergarten through college.

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## Quality Is in Your Hands

**JAMES E. ALLEN, JR.**

a most vital message for all board members . . .  
here is a warning to boards that they must  
meet the **challenge of quality of education** in our schools  
or surrender our heritage of local control

The current nationwide controversy\* over education in America has involved every aspect of our school system, with debate ranging from details of school building construction to the very philosophy upon which our system of public education is based. The debate over the fundamental issue of control of education has given rise to this question: Is the system of local school boards capable of providing the kind and quality of schools required in the times in which we live?

Some people believe that American education cannot adapt efficiently, competently, or quickly to national needs unless its control is removed from the local level of government. A citizen of New York concerned with this question, in a recent let-

ter phrased it this way: "Education has become a complicated process — much too complicated and valuable to the well-being of the nation to be left to the whims of the local citizenry — any more than national defense can be turned over to local militias."

### Two Views of Local Control

The issue has been clearly drawn in the statements of two leading observers and commentators on the American educational scene.

One has stated that "it is completely unworkable to depend on 57,000 school boards with their own individual ideas to have a proper system of education in the United States." He calls for the establishment of national standards and for greater uniformity in the administration, operation, and control of education. He questions the wisdom of

**Dr. Allen** is commissioner of the New York State Department of Education and president of the University of the State of New York.



\*Adapted from an address by the author at the State School Board Association Convention in Syracuse on October 26, 1959.

## **"...Local control is the source of much of the vigor and strength**

trusting educational development and progress to local officials, stating that "the higher you go in government, the greater, generally, the capacity, integrity, and performance of the men elected to office."

The other prominent spokesman concludes, after an examination of American schools, that the strength of our public education system lies in its diversity. He calls for more and faster action on school district consolidation to assure high schools of adequate size, but he questions the value of more centralization of control at state or national levels. He would strengthen the local school board and rely on it to provide the needed improvements in our system of education.

Which one is right? What is the proper answer to this vital question of the practicality, the feasibility, the wisdom of local control in times which demand so much of education?

### **Looking at the Record**

Attempting to find this answer, it would seem appropriate first to look at the record of performance under the present system of local school boards. This record, in the nation generally, demonstrates that good education can flourish under local control. Many school boards do an outstanding job of providing education of a high level of quality. Experience has shown that most boards respond quickly and ably as new needs arise and that their constant aim is the improvement of their schools. In fact, most new ideas and practices for raising the level of school performance and achievement have been initiated by local communities through local effort. Boards which lag behind are in the minority.

But we cannot now dwell upon the past, or even the present. Past standards of achievement, even at their highest, by school boards, administrators, teachers, etc., will not meet

the needs of the future. It is obvious that we are in an era which demands a level of educational quality, of performance never before reached.

The settings and conditions in which the educational enterprise must be carried on present a challenge, clear and compelling.

### **Needed: A Re-Examination**

Change, rapid in pace and great in compass, which is characteristic of our age, requires a re-examination of school purposes and makes for difficulties in the administration and operation of the schools.

The international scene, with the world divided into two great ideological camps, competing for the control of minds, is one of conflict between two opposing sets of ideas, principles, and moral concepts.

The struggle of underdeveloped countries for advancement and self-development requires a deeper understanding of other peoples of the world—their way of life, their values, etc.—so that we can work effectively with them.

The inevitable trend toward bigness and complexity in modern life is subtly threatening the freedom of the individual.

Rapid growth in population and equally rapid population movements are causing acute problems of social, political, economic, and ethnic character, especially in urban and suburban communities.

Rising general costs and the cost of improvement in school program and services combine to make a steady and inevitable increase in the cost of education.

None of these conditions is temporary. The test for the people of a democracy is in how well we can meet the challenge of the international situation and of the changing conditions in our own society without loss of the values that are our heritage.

Our most important resource for

meeting this test is education. Only through education can we acquire the knowledge and understanding of peoples, forces and events, the high level of technical and scientific ability, the will and courage, essential for the maintenance of a free society and the advancement of mankind.

### **Challenge to Our Schools**

This is the challenge to our schools. What is needed in these times are schools that, at all levels, provide a better education than was provided to any previous generation. All of our energy, skill, and wisdom must be directed toward accelerating the pace of educational improvement and eliminating any gap between the level of quality needed and that now being provided.

Clearly, if our educational system is to meet the challenge, schools *everywhere* must be good. It will not be enough to have good schools here and there, or even good schools *almost* everywhere. The "just fair" or "poor" school anywhere weakens the whole school system and pulls down the general level of quality.

That such schools are allowed to exist anywhere constitutes the greatest vulnerability of our system of local control and provides the most powerful argument for those who advocate more centralized control of education. Local control will be practical, feasible, and wise—and equal to the challenge of our times—only if this area of vulnerability, these debilitating weak spots, are eliminated.

### **Boards Are Responsible**

To you, the school board members, the representatives of the people, is entrusted the responsibility of local control. And to you comes the challenge of rising to levels of performance which will show that from local schools, locally controlled and supported, can come education which will fit our people and our nation for





of our school system."

our role in this age of turbulence and trial.

The level of performance required can be reached by a rededication to these policies and practices which we know contribute to the efficient and effective exercise of local autonomy in education.

#### **Boards: Source of Vigor of Our Schools**

Leadership of this kind gives a positive answer to the question "Is the system of local boards capable of providing the kind and quality of schools required by the times in which we live?"

I am convinced that local control is the source of much of the vigor and strength of our school system. I am further convinced that any gains in uniformity, administrative efficiency, or economy achieved by vesting greater control at higher levels would be more than offset by the loss of the "will for the best" and the stimulation derived from locally-held responsibility.

But I am also convinced that there is a real threat to the continuance of local control in the failure of some boards to take advantage of their opportunities to improve education. Unless you, the school board members, sense the urgency of today's needs for high quality in education and exercise leadership in providing such education in your community, it will be difficult to withstand efforts toward more centralization of control, with subsequent curtailment of local authority and freedom.

In a current book on education, a school board member says: "It is my strong conviction that school board members willing to work at the job can achieve more in terms of raising the standards of our American system of public education than any other single group."<sup>1</sup>

<sup>1</sup>The Case for Basic Education, Atlantic-Little, Brown (1959), p. 247.

"Willing to work at the job" is the key phrase in this statement. I am well aware of the hard work and devotion of most school board members and I realize, and take every opportunity to emphasize, the value of their service. I deplore the fact that too often the public fails to appreciate the dedicated and loyal services rendered by school boards.

#### **Board Members Must Work Harder**

But each school board member of each school board is going to have to be willing to work harder at his job than ever before. The increased diligence must be given not only for the sake of the students and for society's needs for educated people, but to ensure that the local school board system, a unique and basic American institution of democratic government, will prove itself strong enough to guarantee its preservation.

Thomas Jefferson said "I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education."

The ultimate power for education rests with the people. You as their representatives exercise this power and control. The remedy for any defects there are in the exercise of this control lies not in curtailment but in a more enlightened and productive use of power toward the improvement of education.

Enlightened in the knowledge of their duties and responsibilities, inspired by a sense of urgency concerning education, school boards *can* provide the superior schools necessary to meet the needs of today's and tomorrow's world. *Will* they provide such schools? That depends on each of you!

quality education exists in districts where the board —

- 1 Devotes its full attention to matters of policy and avoids involvement in administration.
- 2 Operates as a board — not by committees or as individuals.
- 3 "Fights" for the best interests of the children.
- 4 Accepts responsibility for its own decisions.
- 5 Sets and adheres to high standards of performance for itself, its staff, and the students in its schools.
- 6 Gives more attention to matters of educational philosophy and policies than it gives to matters of business management.
- 7 Communicates frequently and regularly with the citizens of the community.
- 8 Knows its legal powers and makes judicial use of them.

# How to Finance Adult Education

HENRY M. GUNN

Superintendent, Palo Alto, Calif.,  
Unified School District

People everywhere are beginning to learn that they don't dare stop learning. Maybe a generation or so ago they could forget about education once they had a diploma or two carefully framed and conspicuously displayed. But not now. Not in this kaleidoscope kind of world. Now it's a matter of either lifelong learning or mediocrity.

Americans by the millions are turning to public school adult education programs for their learning needs. And as adult enrollments surge upward, harried school boards and administrators ask the same questions: "How are we going to pay for it?"

As usual, a blanket answer just doesn't work. Local problems demand local action. But school systems do have three problems in common. Solve these and we may be well on the way to solving the financial problem:

1. What responsibility should the local district have for establishing policy and paying for the adult education program?
2. What is the role of the state government in financing and setting standards for adult education?
3. Should the Federal Government assume responsibility in the adult education field?

## Local Support

Responsibility for support at the local level rests with the policy-making board of education. A board with a lukewarm attitude toward adult education will find a lukewarm pro-

gram on its hands. A weak policy or no policy at all will result in confusion among staff members and general public alike. So this, then, is the first step toward solving Problem One. Establish a written policy which defines the role of adult education in the community.

This policy should involve many people before the board finally adopts it. A successful practice in most communities is to establish a citizens' advisory committee on adult education to work with the board. Since one of the important functions of adult education is to retain and upgrade old employees and to develop new employees for industry and business, this advisory committee should include representatives from business and industry. This liaison between school and business and industry is not only good for the adult education program but also improves the relationships between the schools and the business community generally.

The policy should be well defined yet flexible enough to allow new courses to be introduced into the program easily and without long debate.

The policy should spell out the amount of money to be spent for adult education. A dollars and cents figure would obviously be impractical, but a percentage or millage figure establishing a maximum or minimum figure is practical. Such a statement lends stability to the adult education program, offers the superintendent and his staff help in making the

budget, and helps the board when budget-review time rolls around.

Generally, the board should set a maximum figure and instruct the superintendent to stay under that maximum. This figure may need to be reviewed from time to time due to growth or inflation.

In Palo Alto Unified School District, for instance, we've been able to live for about 10 years with a 10-cent maximum from a total general operations tax ranging from \$2.75 to \$3.42. Enrollment in the district has grown in that decade from 4500 to 13,000 with adult education enrollments growing in proportion.

Included in the board's policy should be a statement on salaries for adult education teachers. These salaries should be in proportion to the salaries paid other employees and when pay increases are given to the general teaching staff, the same increases should be given to the adult education staff.

Adult education programs involve personnel problems which vary from city to city, but we can safely say that the board should establish personnel and salary policies for the adult education staff similar to those established for the regular staff. These policies should have long-range aspects so that costs of the program can be forecast over a five- or ten-year period.

Another section of the board policy should deal with the payment or non-payment of fees. Whether or not fees are charged at all or for which sub-

as "Americans by the millions are turning to public school adult education programs" to further their "lifelong learning," boards are asking: **How are we going to pay for it?"**

Here is a basic consideration of the responsibility for this financing on the local, state, and federal levels

jects is strictly a local problem. The nature of the community and the types and variety of courses offered will generally determine board policy in the matter.

Adult education leaders in California, for instance, indicate that from 5 to 10 per cent of the income for their programs comes from fees. But there are some leaders who advocate completely tax-supported adult education programs and some who think students should pay their own way.

#### State Support

State governments have been giving more and more attention and money to adult education programs during the last several years, but lengthy and heated legislative debate on the subject is coming.

Higher costs of secondary and higher education will start legislators thinking in terms of priorities. Lobbyists for higher education, elementary and secondary education, teacher groups, special areas such as handicapped children and gifted children will be sure that their case is heard by legislators and community groups. Adult education, too, must have its spokesman, so that state legislators may begin to see adult education in its proper perspective — as a regular part of the over-all education program.

The amount of state aid and the extent of state controls varies greatly throughout the nation. California now pays from 30 to 50 per cent of

the adult education program cost. It does set up some controls for the type of program for which it will support, but these controls have created no serious conflict or policy clashes between state and local agencies. If anything, it has improved public support of adult education in the state.

#### Federal Support

During World War II, the Federal Government was in the adult education business in a big way. Shipyard, airplane, and munitions workers all had to be trained. I was working in Portland, Ore., at that time and remember setting up in-service education classes for teachers who had to train some 50,000 shipyard workers a year.

Now the Federal Government participates very little in the financial support of public school adult education programs. If and when federal money is given to the entire program of public education, adult education should be considered as an integral part of that program.

Despite all the financial problems involved, adult education programs are growing. School administrators and board members with an eye to the future are glad of it. They see in adult education not only the chance to make a better community, but also the chance to reap such dividends as a better public understanding of all education, better community spirit, and less juvenile delinquency. These are the dividends which provide hope for a better school program.

— The Mott Foundation, Flint, Mich.



# What Boardmen Should Know and Do About Discipline

**HOWARD G. SPALDING**

Principal A. B. Davis High School,  
Mt. Vernon, N. Y.

a comprehensive primer on school discipline policy . . .  
boards of education are responsible for the standards  
of behavior in their schools, and this discussion  
points up what boardmen must know and do to better  
fulfill their obligations in discipline policy-making

In a mushrooming suburb of a large Ohio city, a high school is in its fourth year of operation. Ever since the school was opened the staff has been contending with the influence of a gang of about 40 boys, led by the son of a prominent citizen. These young toughs have carried on a campaign of vandalism which has included wrecking the student social center and throwing eggs against the walls. They have threatened teachers and terrorized pupils. One evening when a dance was being held at the school, the principal learned that some of the gang members were waiting outside to attack members of the football team when they left the party. The police were called. They arrested several of the gang members and confiscated switchblade knives, two revolvers, and a number of lengths of chain. When taken to court the boys were given a warning by the judge, placed on probation, and sent back to school. Later the leader of the gang was suspended by the principal for open defiance

of his authority. The father used his influence and his son was returned to school where, with greater arrogance than before, he continued his campaign of misconduct.

In a Chicago suburb, by way of contrast, two boys threatened to beat another boy if he did not give them two dollars. The two boys were expelled by the principal of the high school who was commended by his board of education for his prompt and decisive action.

Needless to say, the schools in the first community are in chaos. Those of the second have for many years enjoyed a national reputation for their excellence.

## **Facts on Discipline Administration**

These examples illustrate two important facts regarding the administration of discipline:

1. Communities differ widely in the standards of conduct maintained in their schools;
2. The board of education in every community is ultimately responsible

for the disciplinary standards that prevail in its schools. It is an axiom of school administration that the tone of any school system is set from the top.

Of all the responsibilities of school board members, those dealing with discipline receive relatively little consideration. The subject is an unpleasant one and it is not surprising that there is a tendency to avoid it whenever possible. This avoidance is easy since other and more pressing problems continually require attention. However, failure by school board members to assume proper responsibility for discipline can have far-reaching and unfortunate consequences.

## **Must Clarify Ideas**

A board member who desires to do his full share in this area might start by clarifying his own ideas of the purposes of discipline. These are twofold—to help the individual pupil develop in the best possible way and to maintain conditions with-



in the school that will enable all of its activities to be carried on in an orderly and educationally effective manner. It should be the objective of discipline to develop in every pupil the ability to act in a responsible way with due regard for the rights of others—in short, to use freedom wisely. The severe discipline of the martinet may produce conformity but it will not develop responsibility. Neither will absence of control, for children have to be required to act in a responsible way in an atmosphere of freedom if they are to learn self-control and consideration for others.

Although the objective of discipline is always the same, the methods will necessarily vary according to the age and attitudes of the pupils. These attitudes are the product of the experience of the pupil in the home, the community, and the schools previously attended. They vary widely from those of the large majority of our young people who are reasonably ambitious, courteous, and self-controlled to those of the few who are rebellious, insolent, insubordinate, and ill-adjusted to school. As a result of his reflection upon the disciplinary problem, the board member is likely to come to the realization that the administration of discipline, requiring as it does a just balance between consideration for the rights of individuals with widely varying personalities and the rights of the many groups of which the school is composed, is a difficult task requiring a large degree of professional skill.

#### Should State Policies

After proper reflection and with the help of the professional staff, the board of education may well state the policies which should govern the administration of discipline and define the responsibility and authority of those who are to administer it.

#### Policies and Standards

Statements of policies and standards such as these are of value because they give school officials written assurance of their authority and pupils and parents an official statement of the standards which are expected of those enrolled in the schools. Disciplinary officials can refer to these standards as those of the board, thereby removing any thought that they are imposing their own personal standards upon the pupils.

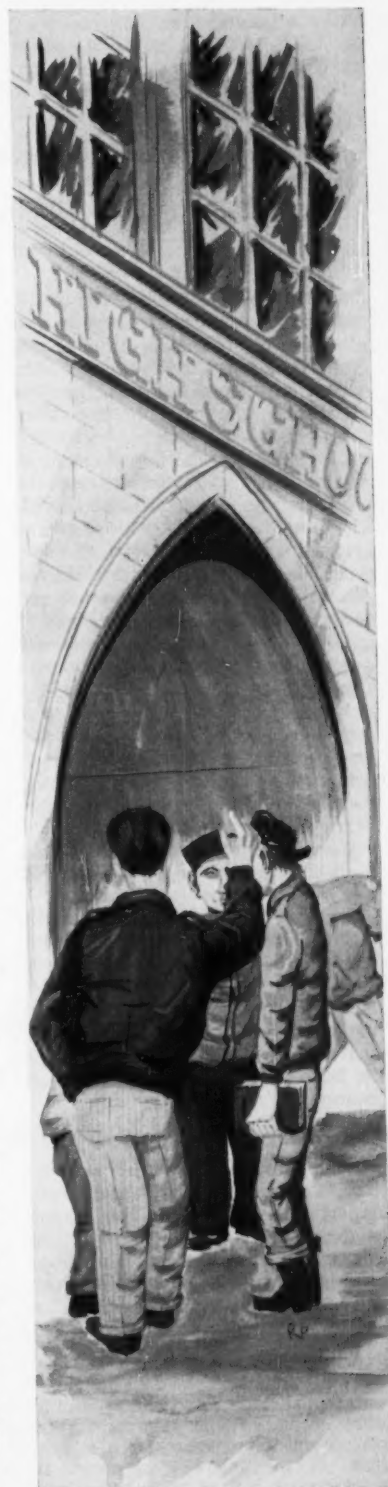
Although determination of policies and standards is important, the most important single activity of a school board is the selection of a superin-

tendent. In making this selection of the manager of the schools, a man should be chosen who has high standards and who has the courage to maintain these standards even under extreme pressure. The superintendent is, in nearly all cases, the court of last resort to which teachers and principals can turn for support in the solution of their disciplinary problems. Unless the superintendent deals fairly, firmly, and consistently with disciplinary cases referred to him, his lack of support will be quickly recognized throughout the system and a general lowering of standards will inevitably result. In choosing principals, people with similar characteristics should be sought, for within their schools, lack of standards or of courage to maintain them will produce similar results.

#### Mutual Support Necessary

It is the duty of the superintendent to support his principals and teachers in the administration of discipline. It is equally the duty of the school board member to support the superintendent. In doing so, one principle should invariably be followed—not to meddle in the administration of discipline, but to refer parents to the principal concerned or to the superintendent without expressing any opinion regarding the justice of any action that may have been taken. There is an old adage which says that there are two sides to every question. Any expression of opinion based on only the statement of a complaining teacher or an emotional parent is almost certain to be based on less than the whole truth. The school board member who encourages the unethical practice of *sub rosa* complaint and backstairs communication with teachers and parents is taking the most effective course at his command to undermine the discipline of his school system.

As a rule, the best positive contribution the school board member can render to the administration of discipline is to refuse to participate in it except when a formal appeal from the decision of the superintendent is made to the board. It is, of course, the right of the board to require from the superintendent any facts regarding the administration of discipline that it may desire or to conduct any investigation that it may deem necessary but such actions should be taken with the full knowledge of all interested parties, and all concerned in the investigation should have full opportunity to submit any facts regarding the discharge of their duties that they may desire to place before the board.



**"All who serve the schools, from school board member to teacher, have an obligation support to all well-intentioned pupils in their efforts to do right, and will effectively**

#### **Preventive Actions Necessary**

While it is natural to give first attention in the consideration of discipline to corrective measures, the constructive, preventive actions of the board may be more important. The school board member who wants to contribute to the improvement of discipline will seek to improve the guidance, health, psychiatric, home visitation, and extracurricular programs of the schools; for these, when functioning well, are highly effective in reducing the number and severity of disciplinary problems. It is especially important in elementary schools that every possible preventive measure be employed, for the only recourse in dealing with a maladjusted pupil who does not respond to the corrective efforts of the school and parents is to refer him to the courts. After the school-leaving age is reached, the pupil who, after every reasonable effort at correction, is still a disruptive element in the school, can and should be discharged.

In the high school years, as pupils reach a stage in their development where an increasing degree of responsibility can be expected of them, it is reasonable to expect that they will not only refrain from disorder but that they will make a serious effort to learn and that they will do an honest day's work every day.

#### **Probation Rules**

Some school boards, recognizing the waste that results when school opportunities are abused by loafing students, have passed rules to discourage this practice. An example of this is a rule passed by the Rock Island, Ill., Board of Education in 1958, which reads as follows:

At the close of each semester, beginning with the second semester of the tenth grade, students failing in three or more major subjects will be placed upon probation for the first term of the following semester. If passing work is done in all major subjects by the close of the probationary term, probation will be continued for one term. If two or more subjects are

failed a: the close of the probationary term, the student will be dropped for at least one semester. At the expiration of that time he may request permission to re-enter. If the request is granted, he will be placed on probation for the first term after his re-entry. It is understood that careful guidance will continue to be offered to all students in the selection of subjects. It is further understood that teachers will make every effort to adjust their scholastic demands in all subjects required for graduation so that if students are normal, industrious, and achieve to the best of their abilities, they will not fail in these subjects.

In considering a rule such as this, special attention should be given to the thought expressed in the last sentence of the Rock Island statement. Every school has a great deal of work to do before its curriculum is fully adapted to the interests and abilities of all of its pupils. This fact should be well recognized by all members of the staff and the adaptation of the curriculum and of the methods of instruction employed should be vigorously pursued. However, with the best of adaptation and with the best of guidance and teaching there will always be some pupils who simply do not choose to make the effort necessary for success in school. Their truancy, indifference, and indolence are a bad influence upon other pupils. In their own interest as well as in the interest of the school they had better be discharged, but with the realization on the part of all concerned that their failure may be, in part, a failure of their parents and of the school. The number of pupils requiring discharge for lack of effort should not be large, perhaps 1 per cent of the senior high school enrollment in any year. In Rock Island it approximates that figure, since 18 pupils in a school of about 2000 enrollment were dropped for scholastic reasons last year.

#### **Discipline Related to Morale**

To a greater degree than most laymen realize, the problem of dis-

cipline is related to the larger problem of morale. A school that has pride in itself and feels itself to be highly valued by the community it serves will have few problems of discipline.

The board of education as an official body and board members as individuals can do much to improve the morale of the schools. Beyond providing the buildings, equipment, and staff essential for successful work, the board can make its influence felt in many ways. In its official statements the board can indicate to the public that the members consider themselves in truth, as well as by title, the trustees of the welfare of the children of the community; that they have full appreciation of the great importance of the work the schools are doing and that they take pride in the good achievements of the administrators, teachers, and pupils. The board can express discriminating commendation for good work done by groups of pupils and members of the staff. Board members can show their interest by attending school functions. They can increase the respect of the public for the teaching profession by the use of Teacher Recognition Day for more than a perfunctory tribute to the teachers. By their devotion to their work and by the high standards of ethics and conduct they maintain in board meetings and in personal relationships with members of the staff, they can set an example for teachers and administrators to emulate. Idealism and devotion to duty at the top will inevitably have their influence on every pupil in the school. Unfortunately, the converse is also true. The school board that, through its bickering, lack of dignity, self-seeking, and low ethical standards, sets a poor example for the professional staff, invites low morale and poor discipline.

Both the morale and the standards of discipline of schools are influenced by many factors outside of the schools. In fact, most of the serious disciplinary problems that plague our schools are not primarily school

**to maintain standards of conduct which will give strong  
correct all those who do wrong. . . ."**

problems. They originate in broken homes, in the streets of our slums, in the influence of sordid movies, crime-ridden TV programs, cheap newspapers and magazines, and the other influences which give children warped standards of value and wrong attitudes. It is not too much to say that for some children the only place where they find strong constructive influences and fair and firm disciplinary control is in the school.

#### **Board Members Are Leaders**

The school board member who is really concerned about the welfare of children—and this concern should be the first requisite for school board membership—will need to be concerned about all those conditions in the community that prevent children from growing up with right attitudes

and proper standards of value. The position of school board members is one of leadership in the community, and people will listen to what board members have to say about poor housing, lack of recreational facilities, lack of parental responsibility, and other community problems affecting youth. Although the board may not choose to take official action on matters outside its jurisdiction, discussions at public meetings of the board can help to inform the people about the conditions in the community which adversely affect their children.

One of these conditions may be the ineffectiveness of the police and the courts. Schools sometimes have to contend with the effects of undue leniency by those who administer justice. When, as happened in a sub-

urb of New York City, a boy who committed 23 robberies as the leader of a housebreaking gang is placed on probation and returns to the school where he boasts of his criminal career, the school is faced with an almost insoluble disciplinary problem. Board members can demand proper protection for pupils from the police, and by making their displeasure known when failures in the administration of justice occur, they can bring pressure to bear upon negligent police officials and ineffective judges.

As one reads the day's news with its stories of rigged TV programs, racketeering, theft and crimes of violence, one must ask, "What schools produced the people whose acts are recorded here?" If schools are to claim credit for the successes of their former pupils they must also accept at least some blame for the failures of those whose conduct is discreditable. All who serve the schools, from school board member to teacher, have an obligation to maintain standards of conduct which will give strong support to all well-intentioned pupils in their efforts to do right, and will effectively correct all those who do wrong. Discipline is everybody's business and it is a vitally important business. If it is well done our schools can become an even stronger influence for good in the future than they have been in the past. ■

- Students shall respect constituted authority. This shall include conformity to school rules and regulations and those provisions of the law which apply to the conduct of juveniles or minors.
- Citizenship in a democracy requires respect for the rights of others. Student conduct shall reflect consideration for the rights and privileges of others and demands co-operation with all members of the school community.
- High personal standards of courtesy, decency, morality, clean language, honesty, and wholesome relationships with others shall be maintained. Respect for real and personal property, pride in one's work, and achievement within one's ability shall be expected of all students.
- The board of trustees holds all school personnel, through the superintendent, responsible for the proper conduct and control of students while under the legal supervision of the school and supports all personnel acting within the framework of the district policy. Full support and mutual co-operation shall be expected of all school personnel and the administration.
- The superintendent shall establish procedures to carry out school board policy and philosophy and shall hold all school personnel, students, and parents responsible for the board of trustees' program . . . and shall support all school personnel performing their duties within the framework of district policy.
- The principal shall be responsible to the superintendent for the conduct of his school. The principal shall be given the responsibility and authority, and may include the faculty in the process, to formulate such procedures as necessary to enforce the district policy. The principals shall give full support to teachers performing their duties within the framework of the district policy. . . . The principal shall exercise professional judgment in the disposition of behavior referrals.

how the  
Salinas, Calif.,  
board of education  
defined its  
policies on  
discipline



to prepare students for the world of commerce —

## Try a Business Education Laboratory

**ROBERT L. BRIGHAM**

Director, Community Relations  
South Bay Union High School District  
Redondo Beach, Calif.



Above, left, learning adding machines. Right, manning the switchboard.



Above, left, speed drill in typing class. Right, taking dictation.

When Aviation high school in the South Bay Union High School District, Redondo Beach, Calif., business education students step out into the world of commerce, they may find it is not as big a step as they feared it would be. The reason is that school officials feel they have bridged the gap with one of the nation's most modern facilities for teaching potential stenographers, bookkeepers, and sales personnel.

When the new building was dedicated recently, visitors were startled to see a telephone at every desk in the office practice classroom. Had the tour been taken during school hours they might have seen the students taking shorthand dictation over the phone from their teacher or from a recording tape geared to individual speed designed to challenge without frustrating. Students even phone each other in mock-business situations, taking shorthand notes of their conversations.

All calls are channeled through a switchboard that has been installed in the room to give students practice in PBX operation.

The philosophy of simulated office atmosphere has been carried throughout the building, from the electric typewriters to the central sound system that can pipe to any or all rooms the same soft background music heard in today's offices, medical buildings, and commercial establishments.

Students have a chance to learn how to perform business operations on the latest equipment including key printers, both rotary and key driven calculators, adding machines, flexowriters, fluid and stencil duplicators, and transcribing machines.

They should be ready, say school officials, to work on both automated and conventional office tools when they go out into the business community.

To achieve maximum use and flexibility the rooms of the building are joined by folding panels.

Three normal-sized classrooms can be made into one large area so that students can walk from one group of machines to another and carry out complex problems of office procedure.

Another advantage to the expanding room idea is that when important off-campus business leaders come to talk to the students more than 100 of them can be put in the assembly area. For those who can't conveniently get in, the inter-room sound system will carry the message throughout the building.

Retailing instruction is also carried on under simulated conditions. Window displays, cash registers, manikins, and other sales devices are used.

Other less dramatic but equally useful features have been incorporated into the building, according to school officials. Items such as filing cabinets for everything from IBM cards to king sized bulletin board displays are found in convenient locations. ■



# What are the Vital Services of the Board?

JOHN W. BELL and  
ARTHUR S. GREEN

don't be sidetracked by temporary issues . . .  
a discussion of four primary administrative services  
toward the improvement of instructional procedures  
which merit constant attention by boards of education

The local board of education, under the guidance of its superintendent of schools, has a bigger obligation than ever before in the history of education. And with "buildings, bonds, and budgets" coming to the forefront since World War II, the scope of administrative services has vastly grown — so much, in fact, that it is often easy for them to overlook the other forward-looking policies regarding its educational program. Above all, the board must take the strongest lead in assuring the raising of the necessary funds to implement its educational policies. But a modern program of education has many facets and ramifications and none can be neglected for the sake of the others.

Too many boards have a tendency to let things drift until the situation in one area or another becomes so intolerable realistically that someone insists upon their doing something to improve matters. As a result, de-

spite the fact that other aspects of the program may be out-of-joint and might actually need as much or more attention, the complaint that bellows the loudest gets the attention.

This discussion considers the essential administrative services that need continuous attention by the local board of education and its administrators regardless of specific localized conditions.

## Staffing of Competent Personnel

The board, above any other single element in the schools, must take a strong lead in the community to inform the public regarding the type of teacher needed for the implementation of the educational program that the community ought to have. But the program that has been

**Dr. Bell** is district superintendent of the Chicago, Ill., Schools, while **Mr. Green** is a teacher in his district.

**administrative services  
demanding continual attention  
by the board**

- 1 staffing of competent personnel
- 2 improving parental understanding
- 3 equipping school buildings
- 4 evaluating the educational program



**in-service training**



**teacher-parent**

clearly defined and made known to the community can be no stronger than the staff that is recruited and retained for its implementation. If the teachers are sub-standard, insecure, and discontented in their positions, the result is often a school district that is characterized by an embarrassing procession of teachers going elsewhere; creating a "revolving door" type of teacher turnover, rather than a stable staff of professional workers. And with such a high incidence of teacher mobility, the superintendent, his principals, and the supervisory staff can hardly develop a strong teaching staff, regardless of how well it communicates its program to the local community. Thus hiring and holding a good faculty amounts to more than simply hiring competent teachers on the basis of their academic and professional record and offering them adequate salaries. It amounts to certain specifics.

For one, the conditions to teach must be implemented by the principal under whom the teacher works: a well-organized and a well-disciplined school; adequate administrative support; adequate supplies of books and other instructional equipment. These are just a few. Perhaps the most neglected — and one of the most important — of these is meeting the needs of incorrigible or intolerant students. Teachers know them well. Virtually every class has a few. Real help must come in a reliable way from the administrative and supervisory personnel. This con-

sists of organizing and staffing for situations calling for: (1) special classes, (2) special study of problem children, and (3) special parent-school personnel-pupil counseling.

For another, serious attention must constantly be given in many communities — especially small cities and towns — to help new and established teachers secure adequate housing. Provision of good quarters — especially for the teacher new to the community — gives to her a sense of well-being, a feeling that she is a wanted member of the community, besides being a teacher. In many cases it is within the scope of the school superintendent's administrative services himself to provide information about housing to prospective teachers. And the more thorough and realistic his information, the better.

For another, school boards must take the leadership in providing facilities for the professional in-service training of its teachers. While every teacher has her own life plan, her own interests, and her own ideas regarding the direction of her self-improvement program, it is up to the board to offer a specific program. For instance, if the board offers late afternoon or early evening courses for the professional advancement of its teachers, then it is the board — not the teachers — who decide what courses will be offered.

**Improving Parental Understanding**

The school and the home must be joined by a two-way street. Whereas

in the days of the not-too-distant past there was little, if any, communication between the home and the school — except under unusual or trying circumstances — the gap has been bridged today. But it takes the leadership of the board and the superintendent to accomplish this and it must be based on mutual confidence.

The school, on one hand, must be confident that the parents can provide a home that is run well and the parents must have conveyed to them by the schools a true semblance of meaning of their educational program. Consequently, when parents and school personnel meet, the situation must be carefully worked out by the administrator and his principals. This includes: (1) preparation of a carefully worked out agenda; (2) provision of opportunity for the school personnel to state clearly and effectively their programs and their points of view; and (3) provision of opportunity for the parents to question anything about which they disagree and to make suggestions for amendments.

Such hearings, scheduled for various parts of the school district, can adequately deal with matters involving buildings, supplies, the home, curriculum, and financial needs.

Parents must be given every opportunity as a group to contribute to the improvement of policies and practices in the school, but they should not be allowed to interfere in a meddlesome way with the operations of particular teachers or prin-



hearings



maintaining audio-visual aids



a sound testing program

cipals with respect to particular pupils. If numerous complaints do arise regarding a particular teacher or school official, an investigation by the proper authorities is in order, but individual parents must not be permitted to take matters into their own hands. If they are, then it can only result in the lowering of morale and the disruption of an orderly school.

#### **Maintaining and Operating School Building and Facilities**

It is the responsibility of the board and its superintendent to not only establish, but make known to everyone concerned the standards for its buildings. This includes proper maintenance and operation. The standards should be established for the assurance of health, sanitation, safety, comfort, and appearance — besides how much they nurture the educational program directly. What's more, standards of lighting, heating, ventilation, cleaning, and decorating must be objective in order to be clearly understood and applied. And since it is easier to create standards for these than for the recruitment and retention of staff, it is in the latter where boards should also be careful to keep a balance in their spending. Sub-standard buildings and maintenance and operation, for instance, are much more easily detected than a sub-standard staff member who may go unnoticed by board members. Thus, the problem of staffing needs constant attention, too.

When it comes to equipment,

books, and supplies, even the neophyte board member soon discovers that for the most part the elementary schools in his district are reading schools. And regardless of the subject to be taught, it is essential that teachers be assured an adequate supply of good text and supplementary books. Textbooks must be up-to-date, in good repair, and sanitary. If children must buy their own books, the board must not fail to provide a quantity of supplementary reading materials. These may be provided in the form of a number of classroom collections or in the form of a school library, but actually, both are necessary. Further, the modern elementary school must not only have a library, but a competent librarian whose duty it is to teach pupils the use of the library, habituate them to its use, and develop skills in its use — besides developing their personalities as readers.

The expansive use of audio-visual aids, no longer a new idea in the schools today, definitely comes within the scope of necessary, continuous administrative service. For besides simply purchasing these aids, they must be used and used properly in order to be constructive to the educational program. In order to accomplish this, board members must pay careful attention that these materials are definitely related to the curriculum.

#### **Testing and Evaluation Programs**

Business management devotes considerable time, effort, and money to

getting the facts necessary to every important phase of its operation. The efficiency of each department and the productivity of every worker is something that can be and must be definitely known. Similarly, it is very possible today for boards to know much more than ever before about the educational product they are helping to produce and how much learning is actually being achieved in each area. To have this information, they need a sound testing program which includes not only the tests themselves, but personnel skilled in their use, administering them, and reporting to the board.

In evaluating the educational program, testing contributes significantly in telling the school board member both the weaknesses and strengths and tells him what objective matters need careful investigation.

#### **Summary and Conclusions**

The board, through its superintendent, must manifest a deep and sincere concern with instruction, its program of education, and provide the funds and incentives necessary to implement its program. It must not allow itself to become permanently side-tracked by the kind of temporary issues, which, dramatic for the moment, can carry them away from their prime responsibilities of recruiting, staffing, and holding competent personnel, maintaining and operating the school building and facilities, and nurturing the testing and evaluation program — all to improve instruction. ■

# increase school tax dollars by Upgrading Property Assessment

Finance is the major problem confronting education in America today. Inflationary trends have caused a shrinking valuation of the dollar. Increasing population has swelled school enrollments. A more enlightened citizenry has demanded more teachers and increased facilities. Current and continuing research into the quality of education has revealed that money creates the means necessary for schools to experiment and change as educational demands are altered. From all indications education will *continue* to cost more and more. If we are to retain our system of public education for all American youth, the revenue can and must be found.

## Modern Assessment Needed

The fiscal support of most school districts rests on the administration and organization of the general property tax. The real estate base provides the major source of revenue for this tax. Despite its vital importance to educational financing, the *assessment* of the real estate tax base that precedes the tax levy is very poorly administered and has undergone very few improvements over centuries of use.

Though schoolmen acknowledge and share in the frequent and continuous criticism of assessment procedure, property assessment still remains the most bungled and perfunctorily administered function of government. School administrators may rightfully question the wisdom of retaining this form of taxation and placing the fiscal future of education at its mercy when condemnation of the base determination process persists.

Technically, assessment is the official act of discovering, listing, and appraising property for taxation purposes. Breakdown in the procedure may occur at any one or all of the three vital phases in the task. Revenue may be lost to schools when new major improvements upon known properties go undetected and

untaxed. Thorough and exacting aerial photography with simultaneous rigid land surveys can help to eliminate the overlooked property parcels. The schools may be deprived of significant tax dollars when improper records of deeds indicate nonexistent owners as indebted taxpayers, the true owners remaining unknown and untaxed. Improved mechanical recording devices, combined with multiple systems of record keeping, can succeed in reducing listing errors.

When desirable, well-kept homes are unrealistically appraised at pre-inflationary dollar values, important school services may suffer. It is here, in the *appraisal* phase of assessment, i.e., the determination of worth and value of the property being assessed, where errors are most likely to occur. This task, the most technical and exacting in assessment, is the most prone to inaccuracies. Repeated minor deviations from specifically recognized practice can cause a high degree of cumulative damage to the preciseness of assessments.

## The Revaluation Program

A recent exhaustive study of nationwide real estate assessment practices and techniques has yielded several encouraging avenues of assessment reform. This discussion will examine the one method considered most successful in updating outdated assessed valuations and insuring greater accuracy in the discovery and listing phases of assessment. Complete jurisdictional *revaluation programs* are here proposed as an immediate and direct method of correcting the injustices resulting from repeated errors in assessment. It is recommended that the school administrator look toward this as a realistic means of increasing and stabilizing the tax dollar flow to his schools.

The terms revaluation, reassessment, and reappraisal are frequently used interchangeably, thereby eliciting confusion. Most often, any one of the three terms is used to identify the single program of assigning com-

**WALLACE B. APPELSON**  
Co-ordinator of Terminal Programs  
in Higher Education,  
State Department of Education,  
Trenton, N. J.

of the several avenues of **assessment reform**,  
the most effective is a program of **complete revaluation**.  
This **review of that method** explains the steps  
involved in its most successful employment



pletely altered value to property as a result of an organized plan for an entire district. *Reappraisal* [revising the monetary true value ascribed to each property] and *reassessment* (devising a new taxable dollar value of each property) are individually phases of the total process of *revaluation*, and together constitute the complete re-examination of all parcels in a jurisdiction.

Research reveals four generally accepted and successful methods of conducting revaluation programs. The decision to utilize any one of these approaches rests with the community and the local assessor and should be based on the individual merits of each method.

1. A district may choose to have its program conducted by an expert commercial appraisal firm. The results of this method are complete. In addition to the property appraisals the assessment office is furnished with improved record systems, plans for future work, and a manual to guide future assessments. It is undoubtedly the most expensive means of revaluation but produces the most accurate results.

2. A community may decide to have the assessor and his staff conduct their own revaluation project. This approach is most likely to succeed when the assessor possesses considerable experience and an accurate knowledge of current prices and market trends. Since the assessment office is usually limited in available personnel and funds, this plan will probably be the most time consuming. This can result in obsolete appraisals even before the program has terminated.

3. A district may select a citizen's committee to aid the local assessment office in conducting revaluation. Functioning in an advisory capacity, community members who are qualified by occupation and interest to speak with some authority on the values of certain properties, serve on a voluntary basis in assisting the assessor. Outstanding citizens, noted for integrity, fairness, and impartiality should be the individuals encouraged for committee membership. This method is best applied to smaller districts, involves the least additional expense, and produces moderately accurate results.

4. A jurisdiction may utilize the services of assessment advisers who are either expert appraisers or members of state affiliated agencies. The assessor retains all his duties and responsibilities; the advisers consult when there are problems or doubts. This method is urged when a region contains many special property types such as railroads, mines, utilities, or forests.

Regardless of the initial system selected for revaluation, maintenance of the assessment system is of paramount importance if the initial equity is to be retained. Since the primary purpose of revaluation is the attain-

ment of equality and uniformity in the distribution of the local tax burden, proper assessment administration demands that ascribed values be reconsidered each year and changed according to the increase or decrease in the market since the revaluation project was completed. Revaluation results are preserved by valuing and entering new properties annually and increasing property valuation when added improvements are completed on listed properties. Any neglect in the dispatch of these necessary periodic checks can negate the total undertaking.

### By-Products of Revaluation

There are several valuable by-products of revaluation projects beyond the resulting equality of assessments. A school administrator should be cognizant of these when he encourages his municipality to undertake a reappraisal program.

1. Revaluation programs arouse and stimulate public interest in the assessment and property taxation functions. If properly implemented, the project could tend to restore citizen confidence in the total tax and finance operation of a jurisdiction.

2. Despite the good intentions of the courts and assessment boards of review, their piecemeal actions tend to cause repetitious destruction of assessment roll accuracy. Revaluation projects can correct this deterioration in one sweeping operation.

3. A revaluation project will invariably provide a new education for the assessor. It is unlikely that any assessment official can experience a complete reassessment of all his district's property without acquiring an improved knowledge of the total assessing function. The assessor's capacity to do a competent job of future assessing is increased.

4. Of notable importance to school officials is the diluting affect these programs have on the pressures commonly exerted by special interest groups. Since the program involves all the property in a community, no one group can single itself out as being the most aggrieved by the results.

5. Taxpayers are generally more willing to accept increases in their assessments when they are part of an over-all program. A desire by the schools and the municipality to raise the entire tax base level can be one of the motivations behind a reappraisal project. The usual community opposition is unlikely to occur.

### Steps in Revaluation

A revaluation program, when viewed from its inception to its completion may be described by the following steps:

1. Identification and establishment of the need for the project

2. Estimation of the total cost
3. Securing official and community approval
4. Obtaining monetary appropriation
5. Maintenance of sound and thorough public relations throughout
6. Decision on how and by whom the program shall be undertaken
7. Proceeding through the entire revaluation process
8. Publicizing the results accurately and completely
9. Provision for review of taxpayer complaints and grievances
10. Utilization of the resulting records, procedures, data, and total information as a basis for future assessments.

Even when these steps are carefully followed by the assessment authority, absolute success of a revaluation project is never guaranteed. Upon occasion, entire communities have been aroused to rebellion after a seemingly well-conducted program. Uniform community acceptance does not invariably result. Thus, it is essential that the assessment office be afforded optimum co-operation by the school administration and other local authorities who will benefit from the revaluation project.

### Gains From Equalized Assessments

This article has indicated a few ways in which the schools in particular profit from the equalized assessments of a revaluation program. Some additional gains are cited here for emphasis. Revaluation raises the amount of ratables, i.e., the sum total value of all assessed property increases. This may reduce the tax rate, if school services remain fairly stable; more significant, it raises the schools borrowing power when state law has fixed the upper limit as a percentage of assessed valuations. Furthermore, the base of the property tax measures local fiscal ability, and assessments at current levels of value are a practical index for use in the distribution of state aid. Half the states already use assessed valuations as a factor in their grants-in-aid formulas. Finally, it is ironical that the assessor, one who possesses little or no knowledge of educational financial requirements, can raise or lower the tax base upon which the schools depend for their locally collected revenue. Revaluation programs minimize — perhaps completely eliminate — the likelihood of this occurring.

Clearly, school administrators have a special interest in the preservation of the property tax and the stabilization of the method of base determination. The need for upgrading the quality of real estate assessments through frequent revaluation programs is critical to all school districts. ■

# Facilities for an Educational Services Division

**WALTER N. DUROST**

Director, Educational Services Division,  
Pinellas County, Fla., Schools

organize your special service program effectively . . .

here is a report on how one country school system

developed facilities housing such pupil personnel services

as guidance, research, special education, testing, etc.

The problem of staffing and housing pupil personnel services is of prime importance to any school system in the United States where the grade population averages or exceeds 1000 children per grade. Such special services are administrative and system-wide in their functions and proper organization is an absolute must if they are to be effective.

Pupil personnel services in any school system generally include group and individual testing, guidance, research, corrective teaching, special education and assistance for both the physically handicapped and slow-learning child. As a rule, it provides for and administers a visiting teacher program, as well as one which deals with school health. It often concerns itself with the most effective use of audio-visual aids.

As these services develop in in-

dividual communities, each will naturally adapt their programs to conform to the local situation. This has been the case in Pinellas County, Fla. For example, audio-visual aids and special education for the physically handicapped and slow learner have been comparatively strong programs here for a number of years. When the educational services division was organized in 1957, the two programs mentioned above were already reasonably well housed and under the direction of capable leadership. Therefore, they were not included in the division, as they often are in other places.

In Pinellas County, the special services which have been grouped together under the division of educational services include group testing, individual psychological examination and diagnosis, guidance, re-

search, corrective instruction in reading, and certain phases of in-service training which are especially related to the above. When first organized, the division was confronted with a manifold problem of co-ordinating these various activities because they were scattered from one end of the county to the other. It soon became obvious that if the division was to function satisfactorily, it would have to be housed in a building especially designed to meet specific needs. There was no surplus housing available in Pinellas county suitable for remodeling to meet the peculiar needs of the various services under this new Division.

## Physical Needs of Each Service

When it became evident that money would be forthcoming to construct a building to house the edu-

cational services division, the entire staff co-operated in planning the design with each service outlining specifically its individual requirements.

When a general over-all picture had been developed, an architect was called in, presented with a rough design, and acquainted with existing problems. After numerous consultations, the architect produced plans which conformed, to a remarkable degree, to the requirements of a building which incorporated the peculiar needs of the division of educational services.

### How Physical Space Fosters Each Service

Perhaps the closeness of the co-ordination between the work of each service and the physical space it occupies is best seen by discussing their relation to each other.

The office of the director of educational services is in section "A" of the floor plan. This official is responsible for the co-ordination of all work of the division. Section A also houses the offices of the co-ordinator of guidance and research, as well as the school psychologists.

Research is a major concern of the educational services division and, at the present time in Pinellas County, the leadership of this activity rests on the shoulders of the Director.

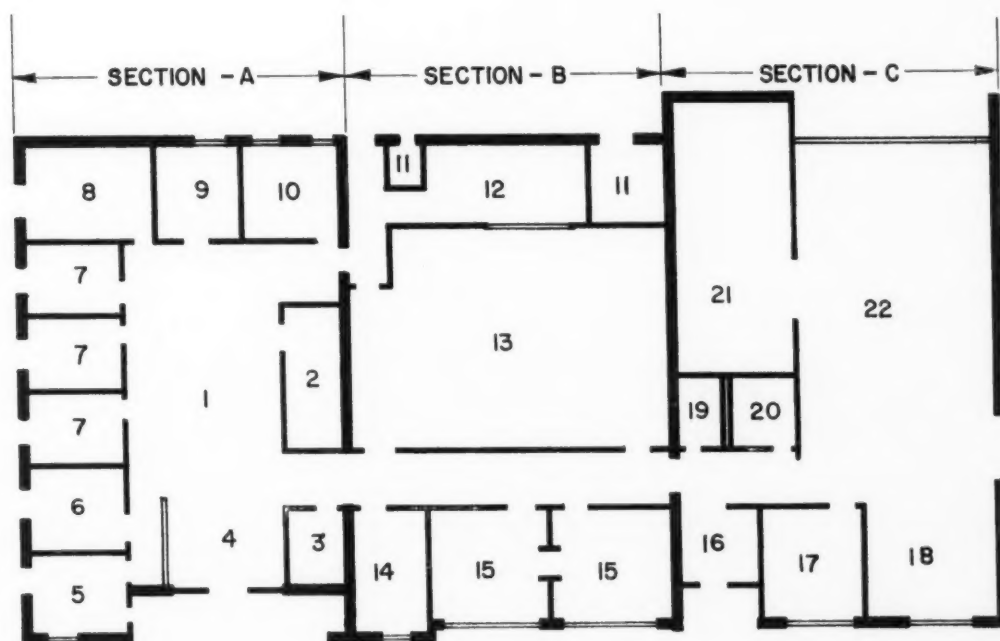
The co-ordinator of guidance and

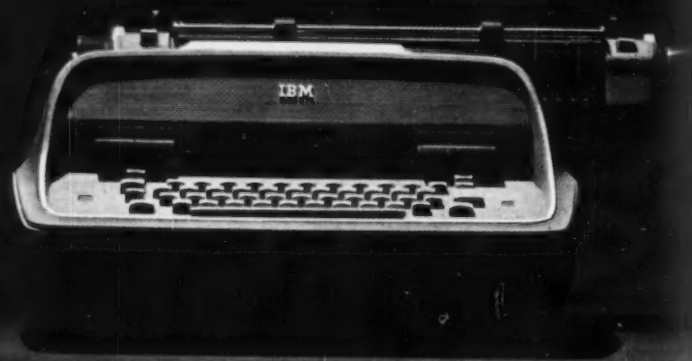
research acts as a consultant and resource person for various guidance programs under way in junior and senior high schools. This phase will undoubtedly expand rapidly in the next few years, especially with the impetus of the National Defense Education Act. At the present time, central office functions in guidance are largely of a consultative nature. Ahead lies the major task of developing more uniform standards from school to school with respect to personnel strength and qualifications of guidance counselors.

Currently, the county employs three full-time psychologists who will, when the need arises and funds become available, call on the services of other persons at the psychometric level for special projects. Psychological examinations and case studies are made on referrals from the school principals. This referral procedure is in the process of being revised and updated to more effectively co-ordinate information about individual children. Eventually, a psychologist will be able to pool extensive group test information going back over a period of years. This, of course, presupposes that the child has been enrolled in Pinellas County schools for a number of years.

Also, there is census information concerning the child's family. This includes background, current status, occupations of the parents, health

1. secretarial pool
2. duplicating and mailing room
3. custodian
4. waiting room
5. conference room
6. chief psychologist
7. Psychologist #3
7. Psychologist #2
7. Psychologist #1
8. library and resource room
9. guidance and research
10. director of educational services
11. heat
11. heat and air conditioning
12. demonstration room
13. observation room
14. reading co-ordinator
15. corrective reading instruction #1
16. corrective reading instruction #2
17. co-ordinator group testing
18. general office
19. men
20. women
21. IBM and storage
22. general operations: measurement & evaluation center







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## **THE IBM ELECTRIC**



*Its beauty is just a bonus*



External view of the educational services building in Pinellas county, Clearwater, Florida. Architects were Dalzell & Dalzell of Clearwater.

and other pertinent data. Largely, this information will be obtained at enrollment time by means of a questionnaire to be filled out by the child's parents.

Another unique aspect of this psychological program is that all Binets, Weschlers, etc., are being recorded on audograph discs so that the child's protocols may later be restudied for improvement and standardization in scoring, as well as for research purposes.

The library and resource room shown in section "A" of the floor

plan still awaits full development. Already, however, it boasts a nucleus of professional books related to the field of education, particularly guidance and measurement. In addition, there is the beginning of a comprehensive file of specimen sets of tests in all fields which might concern a public school system. These tests are filed in shoulder-high bins and are indexed according to a kind of Dewey Decimal-like classification developed by the author and Dr. Margaret Allen of Portland, Maine, schools and Boston University.

#### Section "B"

Section "B" houses one of the four reading clinics in the county and provides office space for the up-county reading co-ordinator, as well as two corrective reading instruction rooms. Because of the geographic size of Pinellas County, plus the fact that a total of 31 teachers are engaged in remedial work in the clinics and reading centers, it is impractical to have a single co-ordinator for the entire county. Approximately eight hundred children are served in the centers and clinics



Left, teachers watch as the reading clinic instructor works with a student in the one-way vision room. Above, repetition instead of drill teaches reading.



Above, group test results are processed. Right, tests are graded on IBM test-scoring machines.



Above, the IBM installation room. Right, a distribution is being made on IBM card counting sorter.



during the course of a school year. These children are drawn principally from the third grade by means of survey tests given at that level. Others, through the sixth grade, come by referral. Few junior high school children are served, since most of these schools have corrective reading instruction as part of the curriculum.

The rear portion of Section "B" consists of an air-conditioned observation room and a demonstration room. These are separated by one-way vision glass. The observation room can accommodate up to 70 or 80 people at a meeting without undue crowding. This interior room is air-conditioned, artificially lighted, and can be darkened for the showing of slides and films. It also provides space for observation of children being tested on the other side of the one-way glass in the demonstration room.

The demonstration room itself is also artificially lighted and air-conditioned. It is used for individual

tests, demonstration interviews, etc. A flexible intercommunication system connecting the two rooms makes it possible for large groups of people to hear and observe activities in progress in the demonstration room.

Since the direction of the one-way vision is controlled by lighting, it is possible to reverse the situation and have a relatively small group stationed in the demonstration room to observe the teaching of a subject to a normal-size class in the larger observation room.

The educational services building was not opened until January, 1959, and the in-service training program which was to make use of the observation and demonstration rooms, did not fully get under way during this school year. However, the rooms have been in almost constant use by various groups within the school system and their inclusion in the building have constituted an effective contribution to the total educational program in the county.

## Section "C"

Section "C" houses the measurement and evaluation center. This center controls and co-ordinates the group-testing program within the county. A full description of the program warrants a bulletin within itself. Hence, a review of its activities must, necessarily, be sketchy.

Group intelligence tests and group achievement tests are administered to all grades in the county, from grades 1 to 9, each year. In addition, in grades 10, 11, and 12 substantial testing programs are carried out on a grade-wide basis, together with many special projects within specific subject matter areas. Included in the grade-wide testing throughout the county is an intelligence test at grade 11 and The National Merit Scholarship Examination for the upper third to one half of the class. Grade 12 is given the College Entrance Board Examination and also the Florida Placement Examination for all students.

In so far as possible, the operation of this division is mechanized. Two IBM test-scoring machines are included as part of the equipment. Machine-scored tests are used regularly at the junior-senior high school levels. They are also employed frequently in the 5th and 6th grades for certain subjects and types of tests.

All test information is punched on IBM cards and processed on IBM accounting machines. The following machines are located in this section: two test scoring machines, two 026 key punches, one 082 sorter with card counter, one 402 accounting machine and one 526 summary card punch. One 514 reproducer will be installed in the near future.

The measurement and evaluation center also handles the school census for Pinellas County as a whole and maintains up-to-date records of the placement of every school-age child in the county. Necessary changes are made as the children enter or leave the system or transfer to one school from another. Data are coded on IBM cards and held for research purposes. All data concerning any child (individual or group test information, home study data, normal census data, etc.), are easily and quickly accessible for individual case studies or for research purposes.

Substantial use is made of part-time and temporary help in the measurement and evaluation center in order to keep the cost of staff to a minimum. Permanent personnel consists of the following: co-ordinator of group testing, statistician, statistical clerk, IBM key-punch operators and tabulating machine operator.



Above, a view of the office section. Below, the co-ordinator of guidance presents the guidance handbook to a group of teachers.





# Your New School

## A Procrustean Bed or a Functional Plant?

**S. J. KNEZEVICH**

Associate Professor of Education,  
University of Iowa

on the school board's role in school building . . .  
an incisive review of the school planning process,  
explaining how to design a functional and aesthetically  
pleasing school without forcing the plant to fit  
preconceived ideas on what the school should be

An old Greek legend tells that a notorious culprit, Procrustes, had a rigid iron bed, which he used in an unusual way. Procrustes had the habit of forcing his victims to lie on the bed and was quite insistent that they conform precisely to its dimensions. Men who were too long had their limbs sawed off to make certain of a perfect fit; a guest who was too short was stretched until he reached the length of the bed. The present-day concept of "a Procrustean bed" applied to architecture grew out of this legend. It implies that preconceived ideas will arbitrarily impose conformity no matter what evidence there is to the contrary.

### **Schools That Are Procrustean Beds**

Preconceived notions of a school board or an architect on the form and style in architecture have been known to influence to a considerable degree the final outcome of school plant planning and construction. More often than not, prime consideration is given to designing the external appearance of a building in the "classical" or perhaps the "modern" tradition with little or no consideration of the use-value of the plan.

A minimum of people are consulted in this approach. It is primarily the school board which selects the design pattern and the architect who makes the desired drawings. The interior is divided into cubicles of various shapes and dimensions to fit the exterior design. A prayer is then muttered in the hope that the spaces allocated may prove useful in the teaching-learning process. If the classrooms do facilitate the instructional process, it is more a matter of coincidence than purpose.

School buildings planned and constructed in this fashion may be aesthetically pleasing, but they are "Procrustean Beds" nonetheless. For no matter how beautiful the mold into which the educational programs are poured, it is still a mold. Within the arbitrarily determined pattern, the educational program is cut or stretched; and in some ingenious way, is altered to fit to a certain degree the spatial pattern dictated by the exterior envelope.

### **The Purpose of School Plants**

A good school plant is one which functions well, that is, it maximizes the opportunities to promote desired objectives — it facilitates the educational process. A good school building

is one of the means which makes great teaching possible — its very existence is derived from the fact that it is one of the instruments necessary for the execution of the educational program. It is far more than an aesthetically pleasing shelter which protects learners from the hazards of changing and severe weather. The "protective" function gathers significance when viewed in relation to the educational purposes of a school building. When the building is constructed and maintained to insure the good health and safety of students, students are, in turn, better able to concentrate more completely their total efforts toward learning. If, on the contrary, children are housed where there exists a constant fear of falling debris, uncomfortable drafts and resulting chill, poor lighting and accompanying eye strain, incessant noise and resulting distraction, a considerable amount of energy must be dissipated in battling the hazards of an undesirable physical environment. In this sense, the "protection" aspects can be construed as being related to the educational function.

The functional school plant, then, is one where facilitating the educational experiences is the matter of prime concern. The materials used in

the construction and the design reflect the purposes of the structure. In other words, the curriculum finds physical expression in the construction and organization of the school plant. Stated still another way, the functional school plant is a spatial interpretation of the educational program in wood, steel, stone, brick, glass, and concrete.

It must not be inferred that a good looking building, that is, one which is artistic in nature or aesthetically pleasing, is something to be shunned. Rather, it is postulated that a school structure must be functional as well as beautiful. This gives us insight into the difficulties which confront the school architect. The product of his creativity must be useful as well as an expression of artistry. Furthermore, it must be built to withstand whatever the elements have to hurl at it during at least the next 50-75 years. It will not lead a protected life of a great painting, and be given pampered care by adults only. It must stand up under the romping and the stomping of active, immature, young learners. Designing functional and artistic school buildings is an architectural challenge of great proportion.

With apologies to John Keats, it must be said that to be "a joy forever," a school building must be functional as well as "a thing of beauty."

#### **Educational Specifications**

If the planning of a school is to go beyond the process of arranging desired instructional spaces within a predetermined physical envelope that coincides with the artistic or unartistic talents of the school board and the architect, there must be a profound change in attitude and in approaches used. Basic to this change in the planning process is the recognition of the importance of the development of educational specifications as a prelude to architectural design. Just as blueprints and material specifications give expression to the physical construction, so, too, do educational specifications give expression to the educational activities that are to take place in the building. Educational specifications are not synonymous with educational objectives or the curriculum. A statement of the scope and sequence of educational experiences for the level of students to be housed is only a start toward the development of educational specifications for a building. Giving the architect a statement of the educational philosophy of the system plus a verbose volume entitled "The Curriculum Of The School" written in the best "peda-

### **"The school board's role remains the final authority..."**

guese" does *not* constitute adequate information on the educational specifications of a building. Additional facts on the methods of teaching help, but they don't solve the dilemma. The crucial matter is the translation of education needs into space requirements. The curriculum and methods of teaching become meaningful for school design when the spatial implications of the program are clarified. It is at this point that they become educational specifications.

Functional school plants don't just happen; they must be planned that way. The problem of planning a functional school plant cannot be solved as simply as it was to get rid of Procrustes. The legend has it that Theseus, one of the early versions of what we now call Superman, forced Procrustes into his iron bed and then killed him. This does contain, nonetheless, the germ of an idea of how preconceived notions of style can be changed in favor of function. As tempting as it might be, we must omit the murder angle (there are laws about this) and concentrate on having those who would emphasize style "sleep in a Procrustean bed." The object is not to punish but rather to help them develop a sensitivity to the importance of function in a building. Here is a chance for an administrator to show leadership. Though board members and architects are not licensed to teach, and, therefore, unable to actually use "a Procrustean bed," they might well profit from observing good teaching being limited by inadequately designed, although beautiful, facilities. As early as 1900, John Dewey stated "Just as a biologist can take a bone or two and reconstruct a whole animal, so, if we put before the mind's eye the ordinary schoolroom with its rows of ugly desks placed in geometric order, crowded together so there shall be as little moving room as possible . . . we can reconstruct the only educational activity that can possibly go on in such a place. It is all made for 'listening'—for simply studying lessons out of a book is another kind of listening." Perhaps visitations and other means can make this fact more obvious to boards and architects. And this is another step toward the recognition of the importance of developing educational specifications as a means of assuring functional school plants rather than Procrustean beds.

#### **Preparing Educational Specifications**

It is one thing to stipulate that educational specifications are desirable, but it is still another to prepare them. The difficulties encountered in developing educational specifications rise from many sources. One among these is translating what is taught and how it is taught in the classroom into space requirements—namely, the nature of the area, proportions, and special conditions needed to facilitate the learning process. Another problem stems from the fact that those who are given major responsibility for the planning and construction of school plants are not as close as they might be to the learning situation. The architect, the school board, and the superintendent are rather far removed from where the learning actually takes place. The fact that these individuals may have at one time "gone to school" or actually taught in a few areas is not enough to attain expertness in all areas of teaching. Present-day educational programs are of necessity comprehensive in scope, and no person can speak with authority in all areas.

The preparation of educational specifications will necessitate much broader participation in the school plant planning process than ever before. It is heartening to note the various reports which clearly indicate the greater involvement of teachers in the planning of school plants. The development of active participation of many in the planning process, which has been noted since at least the 1950's, is a radical departure from the previous approach of placing all planning responsibility in the hands of a few. All too often these few closeted themselves in private sessions and purposely kept aloof from those who were to use the building.

Meaningful educational specifications can best be achieved through the active involvement of those who are to use the finished structure. This does not imply, however, that all you have to do to obtain a functional school plant is to form teacher committees along subject matter or grade level lines and hope that out of these committees good ideas for good school buildings will be born. The truth of the business is that individuals who have been only vaguely

## concerning the school building planning and construction process."

familiar with the space implications of a particular way of teaching do not suddenly become endowed with special sensitivity and great knowledge simply by being appointed to a committee on school plant planning. The writer's experience in working with teacher groups in school plant planning has clearly indicated that there are limitations in this process as well as advantages. Some teachers are at a complete loss as to what would be a desirable space for the teaching of science or mathematics or what have you. Others are able to tell you what they don't like, but aren't sure enough to make positive suggestions. In planning, negative statements must be translated into the constructive. Others confuse "wants" with "needs," like the basketball coach who teaches physical education and declares that what the new secondary school building "needs" is a huge gymnasium to seat 3600 people for interscholastic games. An analysis of the physical education program as well as the interscholastic program indicated that this is more in the nature of a "prejudice" or a "want" rather than an educational "need."

School buildings based purely on "wants" can also be Procrustean beds. This is evident in some structures with huge gyms or music rooms and little else. Ways and means are then sought to have such special areas used more frequently while at the same time an extended school day is invented to get more "time" out of the limited classrooms. Nor can it be assumed that all teachers understand fully the financial limitations under which the building is to be constructed. Some appear perfectly willing to economize in other areas so long as their maximum demands are met. Achieving a balance of instructional spaces can be a delicate problem while dealing with teachers of the more "glamorous" subjects.

### Re-evaluation Necessary

To specify some of the problems in teacher participation in the preparation of the educational specifications is not to infer that this is an undesirable practice. To be "forewarned" is to be "fore-armed" as corrective procedures or preventative measures can be employed to maximize the creative potentialities of teachers in a school plant planning

process. Thus, if teachers find it difficult to visualize what a desirable teaching space in their area should be, then opportunities must be made available to overcome this deficiency. This can start with a re-evaluation of what is being taught, why it is being taught in the school system, and what teaching procedures have proved most effective. There is always the danger that existing undesirable programs or teaching procedures may be frozen into future buildings. In other words, classrooms may be designed of a shape and size, and with equipment that is fitted for a particular approach in teaching but difficult to apply in other. It would be tragic if this period of considerable school plant construction were not a time for stimulating curriculum study.

Following the determination of the scope and sequence of the educational experiences and methodology, the next step would be to develop ability in spatial analysis and interpretation. This can be stimulated by asking what it is that they like about their existing room and what it is that they don't like. Further discussion can lead to the formulation of a rough idea of what the teachers feel is an ideal room size and arrangement. This can then be tested by showing pictures of recently designed and interesting spaces for learning in the particular area or by actual visitation of newly constructed school buildings which feature innovations. Thus, a high school science teacher, teaching in the traditional room arrangement, can view pictures of rooms featuring peripheral laboratory desks or better, have an opportunity to see and talk to other high school science teachers who are actually using rooms with peripheral laboratory desks. He would then be in a better position to compare similarities and differences in approaches to teaching science and in room utilization. If teachers are to develop a sensitivity to the spatial analysis of their instructional needs, they must be given the kinds of experiences which would facilitate development of such talents.

The general school plant consultant and subject matter specialists can contribute services to help teachers develop concepts of functional teaching spaces. They can provide useful technical knowledge and experience to the planning process. The efficiency

of teacher groups can be improved by equipping them with the necessary consultant services. One of the important contributions of the consultant is to help teacher groups differentiate between personal "wants" and the educational "needs" of the district.

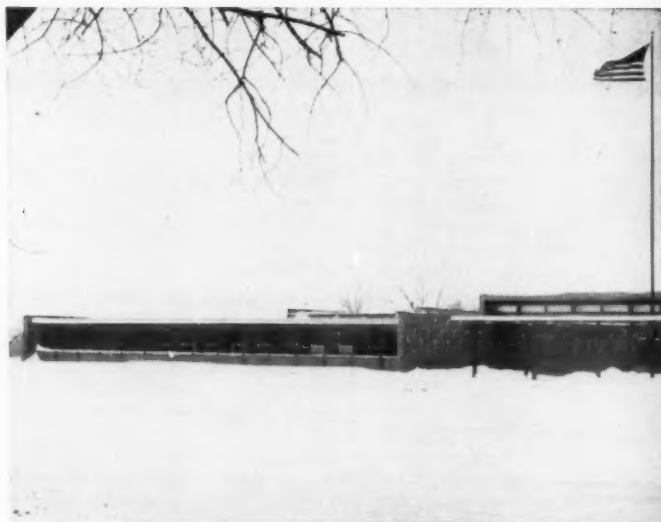
### Time and Talents Involved

It should be evident that careful planning takes time. It takes time to organize teacher participation in the preparation of educational specifications and even longer for results to come from deliberations. Likewise, if visitations to communities are to be included, an even longer period is involved. Rushing to completion, a statement of educational specification merely because someone says this is desirable will fail to reap the full fruits of the process. The value of educational specifications lies in its possibility of contributing to a more functional school plant. But this purpose is more likely to be realized when educational specifications are carefully developed rather than hastily drawn. It is folly to expect the production of such a useful document in anything less than three months, and it's much wiser to allocate no less than six months to a year. It is not too early to start developing educational specifications for a building which is to be occupied in 1962 or 1963.

Teacher involvement in planning school plants does not carry with it the implication that authority to make decisions is to be transferred to committees. It must be emphasized that the addition of teacher talents to the group which has traditionally assumed the responsibility for building planning (namely, the architect, the school board, and the superintendent) will enhance the chances of producing a functional plant. But it is not intended to replace previously allocated legal responsibility. The role of the teacher groups is advisory only. The architect's role in the preparation of educational specifications is one of participant in discussion groups where teachers, pupils, and others who use the building are attempting to conceptualize space needs. By being a part of the process, he can aid teacher groups by pointing out some of the technical problems involved in the design of a given

(Concluded on page 48)

a functional secondary plant  
that has earned its own award:  
"community approval" —



# The Oxford, Mich., High School

**R. A. AMBROSE**

Superintendent, Oxford, Mich., Community School District

Oxford, like so many districts, has just passed a milestone in its school construction program with the completion of its new high school. This event leads me to remember the many evenings our board spent in meetings to select the architect for the school. Many emphasized that their buildings had been award winners. In my mind I wanted our school to get only one award — the community's approval.

This approval means more to us

in the school administration, our teaching staff and the members of the board than any state or national panel of professional judges could possibly bestow.

For the board this is their only reward for work well done. It also gives the community confidence to face the additional construction which will inevitably follow.

For the staff and the administrators it is the place in which many of us will work for the rest of our

lives. Here, we will educate thousands of children. It can be pleasant and attractive; it must be functional and utilitarian — provide adequate facilities for teaching.

Classes were held in the new building during the second semester of 1959. The shakedown is now over. The heating plant met the demands of the extreme winter weather; we learned to use the many controls found in the classrooms; we held many community events in our large





An exterior view of Oxford, Michigan, High School. Architects were Wyeth and Harman, Inc., Port Huron, Mich.

community rooms, which serve as a cafeteria in the daytime.

#### Parental Reaction Good

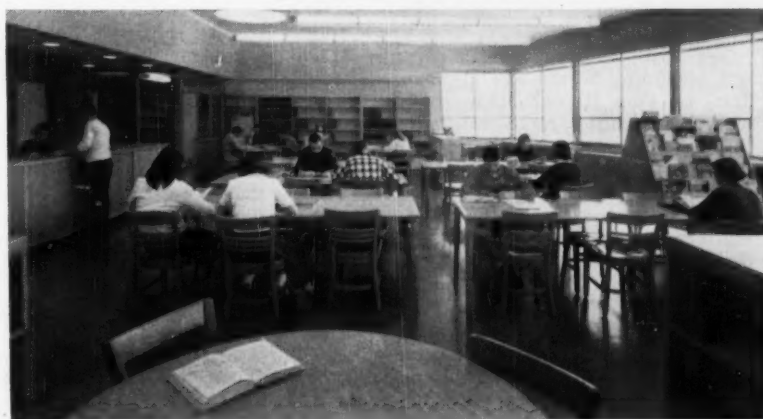
The people of the community have seen the building under conditions of use. The overwhelming reaction is: EXCELLENT.

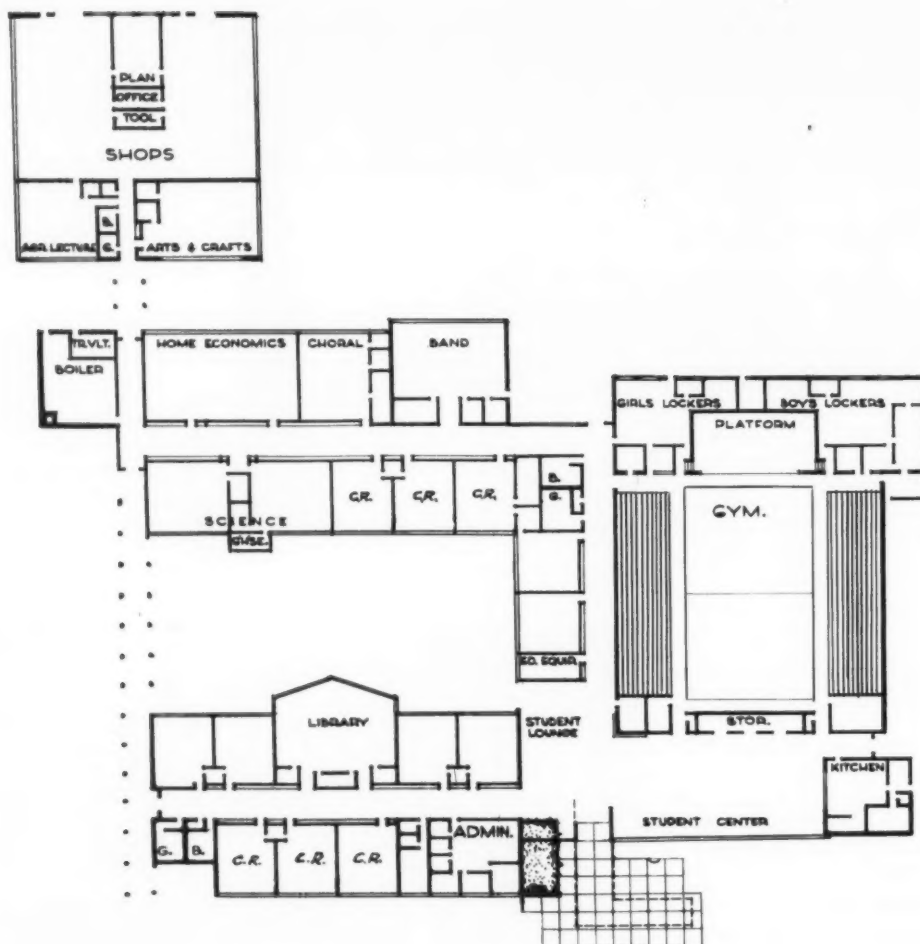
As an example, one parent commented that there has been no evidence of vandalism or mischief in the new building. I have worried that students might write on walls, carve desks, and do other acts of destruction in the new building. I was surprised, and as pleased as the parents that this has not been true. I am now convinced that the degree of participation of the teaching staff in planning for the new school is responsible. Their natural enthusiasm has made the new building a subject of conversation for many months while the school was being built. This generated a pride by the staff and students which has eliminated this problem of destruction.

Our parents have been pleased with all of the building. If I could name one feature, it would be the music department. Our community has a rich musical tradition. The department has an orchestra and a choral room with crescent-shaped seating. Other visiting school people



Above, the student lounge and cafeteria. Below, the library, with its custom aluminum windows that reduce glare, fluorescent lighting, and acoustical ceilings.





attest that this is a superior feature not found in far more costly schools. We also have an attractive library, which projects into a campus-like court; science laboratories and classroom with a connecting greenhouse; art department; and combination gymnasium and auditorium.

We have, with the assistance of our architects, Wyeth and Harman, Inc., of Port Huron, Mich., truly created a beautiful, functional building so suited to our community that it may be called indigenous. It is no idle phrase to say that we contributed greatly to the creation of this building. Our teaching staff contains experienced and talented teachers. They know what is functional and they understand the value of beauty and atmosphere. Our architects took their ideas and recommendations and translated them into a building which our Board analyzed and approved.

Our board set a figure of \$14 per

square foot as a reasonable cost for our high school. The original design came to \$12.50 including some equipment and site development. We elected some added features while keeping within the \$14 figure. Based upon a cost per student, with a 750 student capacity, the cost is just over \$1,000 per student. The gymnasium, power plant, and cafeteria are built to provide for 1000 students.

#### Cost Below Average

We built our building for 25 per cent less than the average cost for a senior high school building, without sacrificing quality or flexibility. We used such top quality items as: terrazzo corridor floors, custom aluminum windows with glare reducing glass, fluorescent lighting, acoustical ceilings, oak cabinets and trim incorporated in a total steel frame with no bearing classroom walls.

The architects grouped educational

facilities for related subjects, noise control, and convenient student traffic. Small conference rooms opening off the classrooms, with windows permitting visual contact, allow for "on-the-spot" consultations by the teacher and for small groups to work privately. This popular feature, with our teaching staff, makes our classrooms multi-functioning. Every square foot of area has been utilized to the utmost.

Our school is located on a 41-acre site situated within the village boundary, so that we may have the benefit of fire, water, and other village services. This move has given us an extremely low fire insurance rate.

Our community, after a semester of using our new building, calls it beautiful; our staff agrees but emphasizes its functional qualities. We all agree that it has earned our own award — complete approval of "our own" community high school. ■

To catch the full implications of the provisions for education in the "balanced" \$79.8 billion budget for the coming fiscal year which President Eisenhower sent to Congress on January 18, 1960, requires more than a superficial scanning.

### A Few Surprises

It took a probing question at the press conference of Secretary of Health, Education, and Welfare Arthur S. Flemming, for example, to bring out that, if the 1961 budget recommendations are followed with respect to proposed legislation to reduce the rate of payments to school districts for children whose parents work on federal property but live on taxable private property, less federal money would be spent on school construction in the new fiscal year than this year even though the President's Budget Message urges enactment of the Administration's school construction "debt-service" plan and funds to cover the estimated cost of this program's first year were considered in arriving at the Contingency Fund total in the 1961 budget.

In the text of his final Budget Message, President Eisenhower forthrightly recommends "repeal of the provision of the National Defense Education Act that prohibits payments or loans from being made to any individual unless he executes an affidavit that he does not believe in or belong to any organization that teaches the illegal overthrow of the Government."

But to find that the Administration is advocating dropping the Bridges Amendment which prohibits using National Defense Education Act money to purchase science, math, and modern language teaching equipment manufactured in Communist countries, it is necessary to reach page 578 of the 952-page budget where the printing of this prohibition in brackets is the only indication that, as Secretary Flemming has stated, "the President is proposing the deletion of that language."

On the surface the over-all sum requested for vocational education—\$47,863,000—is the same amount that Congress appropriated for these activities in 1960. But the 1961 estimate proposes a \$2 million increase in the National Defense Education Act's Vocational Area Services to be accomplished, if the Eisenhower budget proposals carry, by effecting a \$2 million cut in the original George-Barden Act programs (agriculture, home economics, distributive occupations, and trades and industry).

### HEW Department's Budget Up

Although the total appropriations requested for the Department of Health, Education, and Welfare for the new fiscal year (\$3,431,356,000) are \$56 million less than the combined appropriations and supplementals for 1960 (\$3,486,961,000), the 1961 federal budget forecasts that the expenditures by the Department (including some funds appropriated in previous years) will ex-

ceed those in the current fiscal year (\$3,416,680,000) by about \$100 million.

Expressing satisfaction with the budgetary provisions for his Department, Secretary of Health, Education, and Welfare Arthur S. Flemming told a news conference that they "will support over-all operations in the fields of health, education, and welfare at the highest levels in history (and make possible) forward moves in all areas in a very significant manner."

Of the \$3,431,356,000 President Eisenhower is proposing for the Health, Education, and Welfare Department in the last budget he will transmit during his occupancy of the White House, \$407,757,643 is for the U. S. Office of Education.

### OE Salaries and Expenses

In the above request \$13,427,000 is ticketed for the Salaries and Expenses of this Office, a category that includes funds for travel, printing, supplies, communications services, and cooperative research. This is \$627,000 more than the amount submitted in the previous budget, or appropriated for this purpose for 1960.

The new estimate represents more than a fourfold increase in the \$3 million appropriated for Office of Education Salaries and Expenses in the fiscal year 1956 when its staff numbered 433 positions. If granted the new funds would provide for 25 additional positions (20 in the regular Office and five in NDEA) bringing the total number of authorized positions to 1047. Of these, 323 had previously been established to administer the National Defense Education Act.

According to Secretary Flemming the new positions for the regular Office "would provide for the initiation of projects in the critical areas of school and college staffing, engineering and science education, improvement in the teaching of English language skills, and the education of the gifted and talented."

Also submitted under Salaries and Expenses is a proposed outlay of \$3,357,000 (\$157,000 more than last year) for cooperative research carried on with

colleges, universities, and state departments of education on educational problems of national importance.

### Grants-in-Aid

Of the \$407,757,643 total recommended for the U. S. Office of Education, roughly \$394,300,000 is for grants-in-aid to states, higher education institutions, or school districts.

Among these programs two would be maintained at about the same level in 1961 as in 1960: *Grants for the partial support and land-grant colleges and universities* (\$5,051,500) and *grants for the expansion of teaching in education of the mentally retarded* (\$1,000,000, the full amount authorized under the Fogarty-McGovern Act passed by the 85th Congress).

A \$1,197,000 increase is being submitted for grants to the states for the development of rural library services, bringing the total proposed for this purpose to \$7,300,000, a sum considered large enough to permit allocations to the states on the basis of the full \$7,500,000 authorized in the enabling act. In other words states which can match their full allotment will, like last year, receive the maximum permissible under the law.

### Defense Education Act

The lion's share of the grants-in-aid money—\$171,000,000—will go to the National Defense Education Act program, an \$11,300,000 increase over 1960. This includes a supplemental appropriation of \$9,700,000 proposed to enlarge the student loan program for 1960. Pending further experience concerning the rate at which loans to students will be made, a small increase is being recommended for the fiscal year 1961 (\$3,300,000 more than the original 1960 request of \$40,700,000).

Increases are also recommended for *National Defense Fellowships* (\$20,750,000 requested for 1961, a rise of \$7,950,000); *Grants to the States for Guidance, Counseling, and Testing* (\$15 million requested for 1961, the same amount as last year); *Institutes for Counseling Personnel* (\$6,500,000 re-

(Concluded on page 44)

## WORD FROM WASHINGTON

# Education in the Last Eisenhower Budget

ELAINE EXTON

# the AMERICAN SCHOOL BOARD JOURNAL

## FEDERAL SCHOOL AID

THE Democratic Bill for federal aid to education, providing in two years a total of one billion, 833 million dollars for teachers' salaries and schoolhouse construction was passed by the Senate on February 4, by a vote of 51 to 34. The measure faces a dim future in the House of Representatives and, even if passed, may be vetoed by President Eisenhower, who has expressed a dislike for school aid to be used for teachers' salaries.

If the present bill fails, the schools in many communities will still be confronted with serious problems of schoolhousing shortages and financing difficulties. There is still a shortage of 130,000 classrooms, and there are more than ever school districts which cannot finance their school building needs because of local opposition to needed bond issues or because of state debt limitations. It would seem to have been the part of wisdom to ask Congress for aid in erecting school buildings, or at least to help meet the interest cost on school bond issues. United effort for such legislation would have enlisted the support of the entire administration. A half loaf is better than no bread at all.

## BETTER BOARD IN NEW YORK

THE New York City board of education has been under heavy fire during the past two years as responsible for the educational inefficiency of the city school system, and particularly for the failures and the waste in its business and building departments. The criticisms have also attacked the personal fitness of the membership and the methods of selecting the men and women for appointment by the mayor of the city. The board has finally issued as a defense the necessity of giving little time to major policymaking because of the legal requirement for handling numerous detail matters.

For two years past the board has been engaged in a serious controversy with City Comptroller Gerosa, who has charged that the school construction and repair program has been wasteful. Early in 1959 the board asked for a bond issue of \$500 million. The project was badly defeated by the voters in November, 1959, apparently on the word of Mr. Gerosa and others who held that the board will be able to carry on its needed program without any additional moneys beyond the existing legal limitations.

Perhaps the most severe criticism of the board was that made in the report of Dr. Henry D. Heald, head of the Ford Foundation. The report was published in May, 1959, by State Commissioner of Education James E. Allen, Jr. In this report the statement was made that "the first prerequisite for a good school system is a school board composed of intelligent, honest, dedicated laymen." The board as now appointed by the mayor is made up of nine persons chosen from the several boroughs of the city and representing various citizen groups of the city. The members hold office for seven-year terms. The Heald Report raised the question whether it is wise to balance

the board on the basis of boroughs, religious faiths, and ethnic groups. Dr. Heald urged that "members should be appointed upon the sole basis of qualification for the position and not for reasons of race, creed, or sex. The members should be chosen as representative of the entire school district."

"To assist the mayor in securing the best-qualified citizens for appointment to the board, it is proposed that he invite a number of organizations representative of the professions and responsible community organizations, along with the presidents of the universities within the city, to name representatives to constitute a panel. The panel's responsibility would be to nominate for each position to be filled from three to five qualified persons of unquestioned standing for selection by the mayor. It is expected that the mayor would wish to make his choice from these nominees, although not legally required to do so."

In its defense against the severe indictment of Dr. Heald and of the State Education Commissioner, Charles H. Silver, president of the board, made an appeal to Commissioner Allen and requested that state legislation be passed, permitting the board to leave in the hands of its executive officers the endless amount of administrative detail work, particularly in the field of finance, school building construction, and purchasing. At present the board is compelled to consider and approve provisions for space requirements and preliminary plans for new buildings, specifications for repair work, and purchases of supplies above \$2,500. More than one-half of the monthly calendar of the board meetings consists of items which are administrative in character and not related to policymaking.

It is held by important professional and citizens' groups that the board would be able to carry on more efficiently if it were financially independent of the city and of the political controversies of the municipal government. The school budget—some \$544 million are asked for 1961—is the largest single request for tax funds. It should be freed from review and interference by the city comptroller's office and the board of aldermen.

## SCHOOL BOMB SCARES

THE irresponsible youngsters, who have been guilty in increasing numbers of making anonymous telephone calls announcing that a bomb has been hidden in a school building to explode at a definite hour, should be dealt with with all the severity possible to the police and school authorities. Expulsion of any student found guilty of a bomb "hoax" telephone call is hardly sufficient punishment to make up for the disruption of the school program or the agony of fear and nervous tension caused among teachers and children. Sympathy and a soft attitude toward students convicted of such an act cannot be tolerated in such a case.

To fulfill its function, adult education must be as old and stable as truth and as new and refreshing as inspiration. For it is both a tradition and a revolution. Its history is determined by the needs of mankind, while its destiny beckons onward to the future. It is universal and yet it is also particular to time and place. Nations and ages make demands according to their hunger, and express themselves as to their own being, but at the same time contribute their share to civilization and humanity. — Eric J. Patterson.



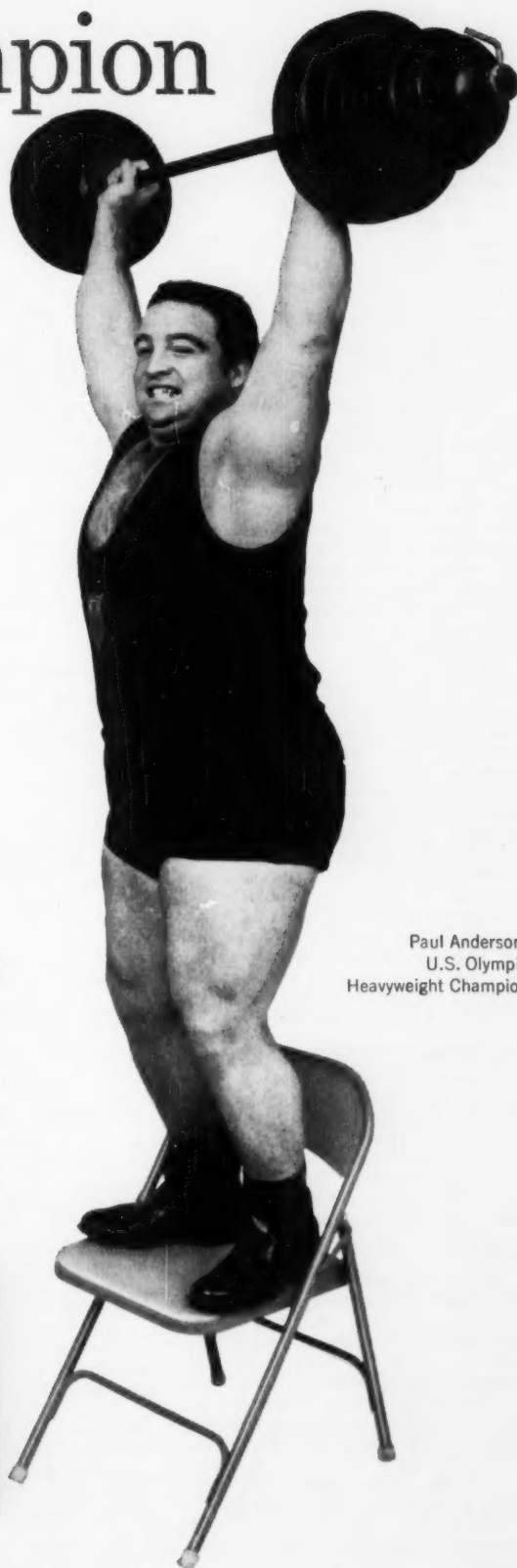
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## WORD FROM WASHINGTON

(Concluded from page 41)

requested for 1961, a rise of \$1,020,000); *Advanced Training in Foreign Areas and Languages* (\$11,750,000 requested for 1961, a rise of \$1,530,000); *Research in the Educational Use of Television and Other Media* (\$4,700,000 requested for 1961, a rise of \$1,700,000); *Grants to States for Area Vocational Programs* (\$9,000,000 requested for 1961, a rise of \$2 million); *Grants to States for Statistical Services* (\$1,550,000 requested for 1961, a rise of \$50,000).

A \$57,750,000 estimate is being submitted for *Science, Mathematics, and Foreign Language Instruction*, the only Title (III) for which a decrease is shown (\$6,250,000 less than for the previous year). Of the over-all figure \$52 million is for grants to states for equipment (a reduction of \$800,000), \$2 million is for loans to non-profit private schools (a drop of \$5,200,000), \$3,750,000 is for grants to states for supervision and administration (a loss of \$250,000).

However, due to the provision in Title III which permits the states to carry appropriated allotments for equipment through two fiscal years, officials anticipate that "program usage" will increase.

Since the demands from private schools have not been nearly as great as expected, the Health, Education, and Welfare Department is proposing a broadening change in the appropriations language to permit the elimination of the specific reserve for loans to private schools so that the money can be used not only for this activity but also for the two other purposes of this Title (grants to states for (a) equipment and (b) supervision and administration).

### The Bridges Amendment

It is good to know that Senator Styles Bridges (R., N.H. and the ranking Republican member of the Senate Appropriations Committee) has declared he will do his "utmost" to see that the following stipulation included in the Health, Education, and Welfare Department's appropriations bill last year is retained in the new appropriations measure.

The prohibition popularly known as the Bridges Amendment states: "Provided further, That no part of this appropriation (for grants, loans, and payments under the National Defense Education Act of 1958) shall be available for the purchase of science, mathematics, and modern language teaching equipment, or equipment suitable for use for teaching in such fields of education, which can be identified as originating in or having been exported from a Communist country, unless such equipment is unavailable from any other source."

Replying to a statement of Secretary Flemming that the Administration is

requesting that this language be dropped because "it constitutes the Federal Government telling the states how the money appropriated to them should be spent," Senator Bridges says this is begging the question "since the whole National Defense Education Act in itself constitutes just that. It says to the states, 'you may have this money if you do thus and so with it'; i.e. teach certain subjects. Certainly my language constitutes no more dictation, and even far less dictation, than the general shibboleth in the language of the Act itself."

The Senate Committee could find no provision in the National Defense Education Act or other existing statutes to cope with this development which could harm our domestic economy and in the view of many members of Congress would also contravene the avowed purpose of the Defense Education Act "to assist in the expansion and improvement of educational programs to meet critical national needs" which in their opinion embraces strengthening the capabilities of American manufacturing firms to supply the types of teaching equipment required by the nation's expanding school system.\*

### Vocational Education

During each year of the Eisenhower administration the President's budget has either recommended a cut in the federal funds for vocational education or repeal of the basic vocational education laws.

This year a new twist was added when President Eisenhower announced that "the budget includes the same aggregate amount for vocational education programs as was appropriated this year (\$47,863,000), but with shift in emphasis."

Claiming that "the need for federal assistance in the vocational education programs begun in 1917 for the purpose of stimulating training in agriculture, home economics, industrial trades, and distributive occupations is not as great as for promotion of training in new science-age skills," he revealed that since "increased funds for training needs in new skills are provided under the National Defense Education Act, federal assistance for the older programs is being reduced by a corresponding amount" (\$2 million).

According to information from state vocational officials a number of the states are not yet ready to use the full allotment available for area vocational programs under the appropriations for the present fiscal year, nor will they be in position to use an increased amount for fiscal 1961.

On the other hand they report that the states are using all of the federal money allocated for the older vocational education programs and could use more. They believe it would hurt these established programs materially if Congress

\*For a detailed treatment of this problem see "Should American Schools Buy Russian Teaching Aids?" in the September, 1959, issue of the AMERICAN SCHOOL BOARD JOURNAL, pp. 54, 55, and 58.

approves the administration's proposed reduction for the Title I activities of the George-Barden Act.

Some vocational educators consider that this effort to shift funds from the regular vocational education programs to activities under the four-year National Defense Education law could, when this temporary measure expires, leave a gap in the appropriations for Title I of the George-Barden Act which the states would have to pick up.

### School Construction

Stressing that "the pressing need now is not for aid to federally affected districts on the basis initiated in 1950 but for general aid to help localities with limited resources to build public schools," President Eisenhower in his final Budget Message calls on Congress to take "affirmative action" on the legislation recommended by his Administration last year which would authorize "annual federal advances to local school districts to pay up to half the debt service (principal and interest) on \$3 billion of bonds to be issued in the next five years for school construction."

In his state of the Union Message delivered 11 days earlier, the President praised this proposal as "a carefully reasoned program for helping eliminate current deficiencies (one which) is designed to stimulate classroom construction, not by substitution of federal dollars for state and local funds, but by incentives to extend and encourage state and local efforts."

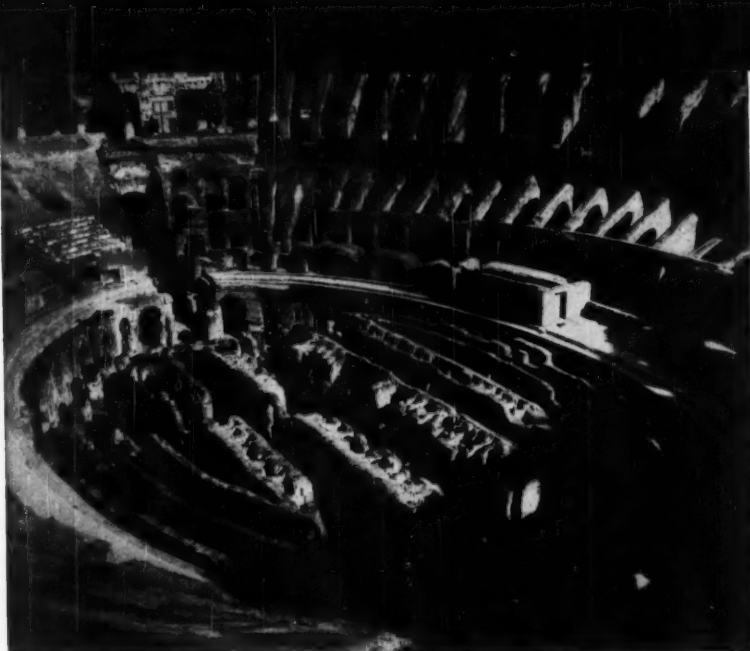
Warning that "ruinous tendencies are set in motion by yielding to the deceptive bait of the 'easy' federal tax dollar," the President emphasized that "the route to better trained minds is not through the swift administration of a federal hypodermic or sustained financial transfusion (since) the educational process, essentially a local and personal responsibility, cannot be made to leap ahead by crash, centralized governmental action."

### Federally Impacted Areas

Elsewhere in his State of the Union Message, the President noted that "with a single exception, expenditures in every major category of health, education, and Welfare will be equal or greater than last year."

The exception is federal aid for the construction and operation of schools in federally affected areas. Here the 1961 budget requests \$79,617,000 less than the amount considered necessary to satisfy all requirements under existing legislation. It is estimated that about \$250,700,000 will be needed to meet payments at 100 per cent of the entitlements for both these programs in 1961.

As described by Secretary Flemming, the Administration bills entail "a substantial reduction in the rate of payments to school districts for children whose parents work on federal property but live on fully taxable property, and particularly the payments for children whose parents live in a school district other than the district in which the federal property is located."



## Who bungled the Colosseum's seating plan ?

History tells us that the Colosseum was large enough to hold 100,000 spectators. Yet, there were only 87,000 seats. This meant standing room only for 13,000 foot-weary Romans. To make matters worse, the Colosseum was built too solid for expansion. ☐ Somebody fumbled the ball back in A.D. 80, but history can repeat itself. So, if you are planning to build a new stadium or to remodel your present one, be sure to look into USS AmBridge Standard Steel Grandstands—they're engineered to grow with your school. AmBridge Grandstands expand to any size quickly and economically. ☐ These rugged steel grandstands can be moved if necessary, and they adapt to ground contours without extensive grading. Incidentally, for facilities under the stands, our watertight steel plate decking makes a perfect roof for lockers, showers, classrooms, office space and concession booths. ☐ You'll find complete details in our 24-page booklet on AmBridge Standard Steel Stadiums. Write to our Pittsburgh Office for your free copy.

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**Dr. John C. Albohm—Superintendent of  
Schools, York, Pennsylvania—says:**

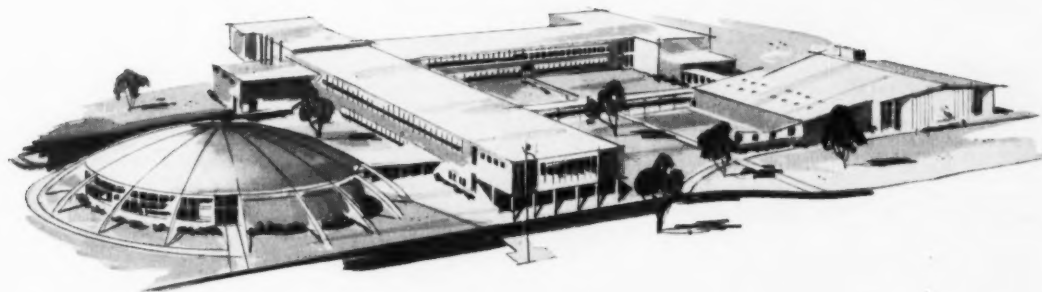
## **“We’ve found take-home a Honeywell Thermostat**



Hannah Penn Junior High School; York, Pennsylvania. Certificate of Merit winner for excellency of design—American Society of Registered Architects • Architect and Engineers: Buchart & Associates • General Contractors: Reindollar & Son • Heating Contractors: Yorkaire Heating and Cooling Company.



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of Hannah Penn Junior High School controls room temperatures  
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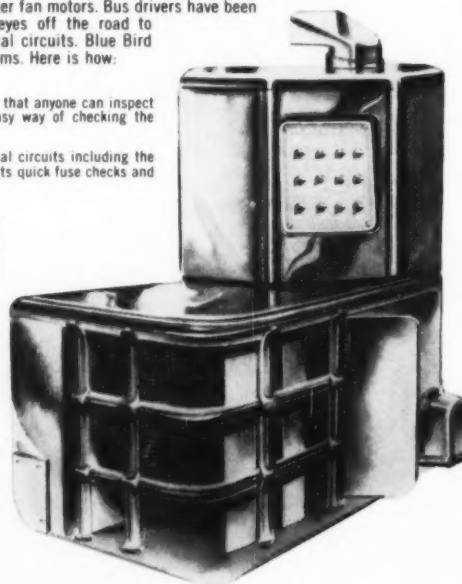
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WATCH FOR MORE FRESH FEATURES TO FOLLOW IN THIS MAGAZINE

## EDUCATIONAL SPECIFICATION

(Concluded from page 37)

space. Such involvement can help the architect obtain a better understanding of the nature of the educational program.

The school board's role remains the final authority on all matters concerning the school building planning and construction process whether or not teachers are involved in the process. The legal right of the board to accept, reject, or modify any recommendation of planning committees cannot be questioned, although their judgment may be questioned. The point of all recommendations by teacher groups involved in building planning, is to provide additional data which might enable the board to exercise its legal discretion in a more prudent manner.

### Unification Needed

Educational specifications should be more than a mere collection of recommendations of many different teacher committees. The individual reports must be unified, and in the unification, perhaps some reports will have to be modified if the financial limitations of the district make this necessary. It would be most unusual if all space recommendations of every group were accepted without question. Some, of necessity, will be pared down to achieve a functionally balanced building. There always remains the task of bringing together the divergent point of view of the specialists concerned with a segment of the educational program within the building. The school board, working with the superintendent and consultants, must assume the responsibility for relating the many separate aspects as viewed by various teacher committees into a unified statement of educational specifications to guide the architect.

This task of unifying the views of teaching specialists is not a simple one. To illustrate, the teachers of music in a senior high may be quite insistent that an effective music program in the new building would necessitate three separate and large rehearsal halls—one each for band, orchestra, and vocal groups. In addition, they may add that "you can never have too many practice rooms." The size of the high school may indicate the possibility of fewer rehearsal halls and financial limitations may demand it. The decision rests with the board.



View of the modern Ivanhoe Elementary School in Gary, Indiana, showing its walls of Natco Uniwall. The buff colored vertical walls show Uniwall's exterior rugg-tex finish. The light green panels under windows show a unique use of Uniwall's interior face installed in reverse. Architect: Jos. P. Martin & Assoc.

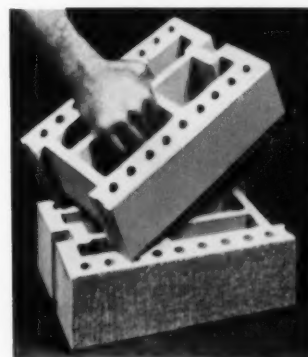
**Inside and outside walls of this modern school  
were built with one unit in one operation  
... with "double-duty" Natco Uniwall**

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Uniwall is a single structural clay tile unit with two faces. Its *exterior* face has an unglazed rugg-tex finish that gives the appearance of high-quality brick. Its *interior* face has a durable ceramic glazed finish and is available in a variety of attractive colors.

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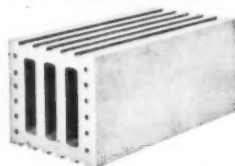
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## THE SCHOOL SCENE

(Concluded from page 6)

teachers in various ways. It may accelerate a teacher's progress toward the maximum salary. It may place a teacher in a separate and more remunerative salary class. It may provide a bonus for exceptionally meritorious service. For a teacher already at maximum salary, the schedule may provide an additional step or steps beyond the normal maximum to a superior-service maximum.

Examination of 2722 salary schedules, which represent 72 per cent of the urban school districts, showed that 1 in 10 districts had provisions for a superior-service maximum in 1958-59.

### ATLANTA AND THE INTEGRATION PICTURE

The Atlanta, Ga., board of education adopted a revised pupil placement plan to bring it within the requirements of a Federal judge who had ordered the city's schools desegregated.

United States District Judge Frank A. Hooper approved a modified placement plan that sets up numerous factors governing admission of pupils but excluded race as one of the measurements.

Under present Georgia state law, integration is forbidden and schools in Atlanta could be closed by the state if a Negro is admitted.

A group of Southern educators warned at the same time that if public schools were closed, the resulting social, economic, and political damage would bring a collapse of democratic society. Their views were given in a statement issued by leaders in the profession from a cross section of the region.

### WORK-EXPERIENCE PROGRAM

Students in five New York City high schools, whose poor attitudes and erratic attendance marked them as potential drop-outs, have now developed a strong motivation toward education, as a result of the work-experience program initiated by the board of education.

The program is directed to boys who attend school in the morning and work at jobs in the afternoon. School credit is given for satisfactory job performance.

Begun in September, 1955, at two high schools on an experimental basis, with 20 boys in the initial group, the program has been expanded to three more schools, with an enrollment of 87 pupils, of whom 67 are employed.

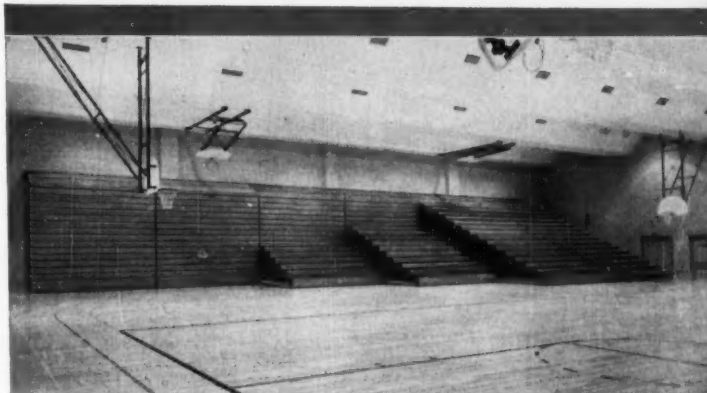
The program, according to Paul Driscoll, supervisor, offers incentives which appeal to students and provides them with motivation which was lacking in their previous school experience. The status involved in holding a job, with a sense of independence, a short school day, and guidance and supervision provided by a teacher, have resulted in a change of attitude on the part of most of the students. It is claimed that the program has been responsible for improved attendance, better attitudes toward school work, and improved general behavior.

### FORECAST 1960 SCHOOLS

Tomorrow's children may attend windowless schools which are air conditioned in the summer and warmed by their own body heat in the winter, Ronald S. Senseman, architect and designer of schools, predicted.

Construction without windows permits more flexible classroom design, Senseman said, freeing schools from the limitations of standard classroom size.

## this 16-row telescoping gym seat installation is operated MANUALLY



New Safway telescoping gym seat installation at Menomonee Falls High School, Menomonee Falls, Wis.; architects—Kloppenborg & Kloppenburg, Milwaukee. Seating set-up shown is duplicated on the opposite side of the gym (total capacity 2,370).

# SAFWAY

## TELESCOPING GYM SEATS

quickly opened to any required number of rows or closed to clear the floor

**EASY OPERATION** of Safway telescoping gym seats means lower handling costs every time you change your set-up. With Safway's straight-line tracking, manual operation is practical for most installations—even the big 16-row bleacher shown above.

Other Safway features are extra-large wheels, non-sticking nylon glides, fewer moving parts and less metal-to-metal friction.

**SPECTATOR COMFORT**—Ample foot and knee room; inclined seats; good view.

**COMPLETE SAFETY**—For spectators, gym users and maintenance personnel.

**FLOOR PROTECTION**—Wheels roll in separate tracks to prevent grooving.

**GOOD LOOKS**—Seats nest into a vertical cabinet. Rich Golden Oak finish.

**COMPLETE LINE**—Recessed, wall-attached and portable types.

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## NEW BOOKS

### Administration of the School Building Program

By Wallace H. Strevell and Arvid J. Burke. Cloth, 443 pp., \$7.50. McGraw-Hill Book Co., Inc., New York 36, N. Y.

This book has been prepared for the person planning to be a school administrator and for the administrator on the job who is seeking to re-examine his perspective or improve his practices. It will also be useful to the school board member and others responsible for policy-making and decisions governing the schools. The book is divided into three parts: Part I, policy decisions; Part II, program recommendations; and Part III, project administration. An important part of the book is devoted to school-plant programming, a responsibility which rests largely with local school authorities. The authors have had broad experience with the problems of planning and decision making with respect to the school plant and they have weighed the recommendations of all types of specialists and procedures that will prove of the greatest effectiveness in the total operation of a local school system. The materials for the text were gathered over a period of years and have been tested in classes in school administration and applied in numerous surveys and studies of school problems.

### Leadership Behavior of School Superintendents

By Andrew E. Halpin. Paper, 108 pp., \$3. The University of Chicago, Chicago 37, Ill.

This latest monograph in the series of studies in educational administration, summarizes a study of the leadership role of the superintendent. Both the methodology and the findings of the study provide new insights into the problems of educational administration. Some attention is given to the graphic presentation of the effective administrator as plotted against two significant axes.

### Automatic Teaching: The State of the Art

By Eugene Galanter. Cloth, 198 pp., \$3.25. John Wiley & Sons, New York 16, N. Y.

This report of a conference held in the spring of 1958 is an analysis of the major aspects of machine teaching and its future role in American schools.

### Trends in Public Expenditures in Next Decade

By Otto Eckstein. Paper, 56 pp., \$1. Committee for Economic Development, 711—5th Ave., New York 22, N. Y.


This study projects the public expenditures to 1968. In the field of education the prediction is made that education will cost \$25.9 billion. Of this total, \$19.3 billion will be spent for elementary and secondary schools.

### Here's Help for Your Gifted Child

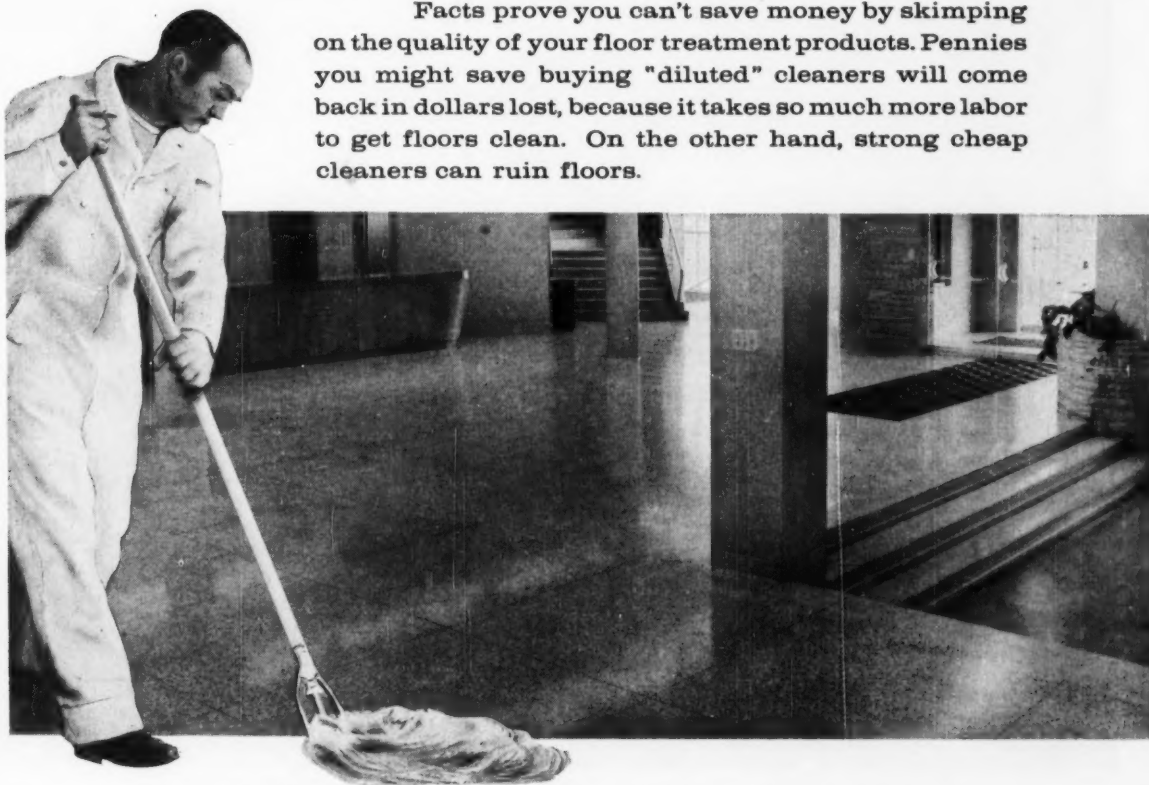
By John F. Dean and James R. Thompson. Paper, 28 pp., 50 cents. A John F. Dean Publication, Newport Beach, Calif.

This is a listing of free and inexpensive materials, enrichment techniques, and research projects to challenge the rapid-learning student. All activities listed have been used successfully in classrooms throughout the United States. They are recommended for research and projects to supplement the present curriculum, and cover social studies, health, language arts, science, and mathematics.

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SCHOOL BOARD JOURNAL for MARCH, 1960

(For more information from advertisers, use the postcard on page 59)

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## *Introducing the new*

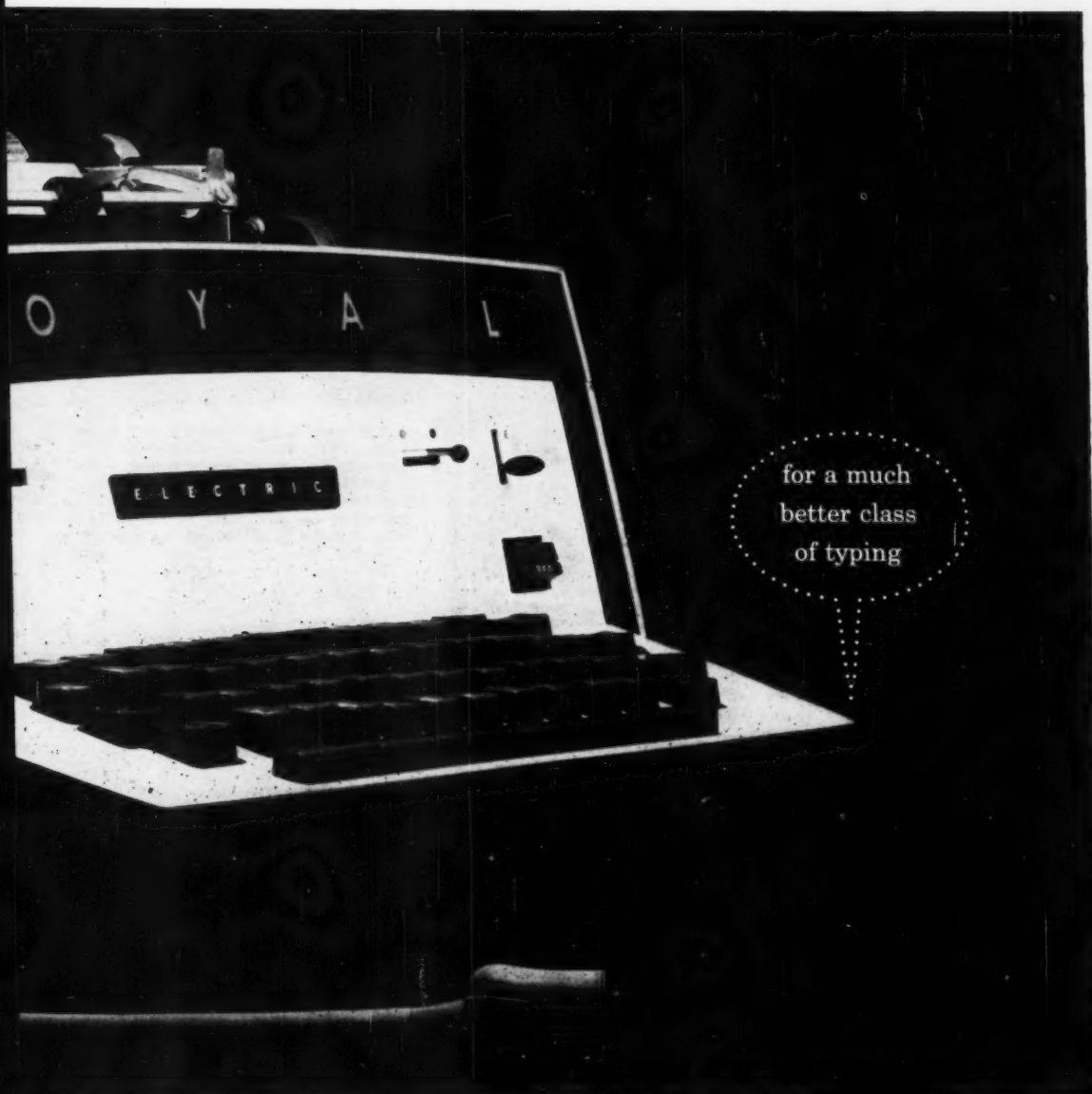
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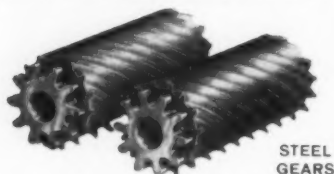
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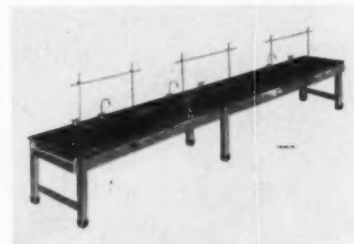


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## NEWS of PRODUCTS for the Schools

### LAB TABLE SEATS SIX

The Tollerton Co., Alliance, Ohio, presents a new laboratory table with an overall length of 13 ft. that seats six students. All students face in the same direction.



### Has All Lab Outlets

A lead lined trough requires only one outlet. The unit includes three mixing hot and cold water faucets, three double gascocks, three duplex electric outlets, and six drawers for students. Model TLM-30-180 science table has an open frame construction. It accommodates complete chemistry laboratory facilities. The table is available with either a laminated, Northern hard maple top that is acid resistant, or a Tolstone top. Send for further details.

(For Further Details Circle Index Code 047)

### BACK PANEL FOR WASHFOUNTAIN

The stainless steel foot-controlled Duo-Washfountain made by Bradley Washfountain Co., Milwaukee, Wis., may now be supplied with a back panel which is an integral part of the unit. This panel extends the width of the bowl interior and is the height of the sprayhead.

(For Further Details Circle Index Code 048)

### WINDOW IS EMERGENCY EXIT

A new aluminum window designed to double as an emergency exit for ground-floor classrooms is made by Michael Flynn Mfg. Co., Philadelphia 24. Called the Lupton Emergency Window, it is hung on



### Opens Outward 180°

three half-surface hinges to allow the complete window to swing outward 180° from its frame. Other advantages of this regular

projected ventilator window are: air flow is directed upward, protection from rain, and ease of cleaning. For uniform exterior appearance, the window can be ordered without projected ventilators or with horizontal mullions. Constructed from heavy extruded aluminum sections, the windows come in widths from 2 ft. 11 in. to 3 ft. 4 in., and heights of 4 ft. 1 in. to 5 ft. 1 in. Send for more details.

(For Further Details Circle Index Code 049)

### TRAY AND SILVER DISPENSER

A self-leveling tray dispenser with silverware baskets that can be wheeled from dishwasher to service line is made by the Lowerator Division of American Machine & Foundry Co., New York 16. Both trays and silver can be loaded in the washing area, then wheeled to service counter,



### Self-Leveling Dispenser

thereby minimizing handling and assuring sanitation. An overself can be added to either of two mobile AMF Lowerator tray dispensers to accommodate any standard type of silver dispensing system. Write to the manufacturer for more information.

(For Further Details Circle Index Code 050)

### FLAME-RESISTANT STAGE CURTAINS

Du Pont flame-resistant vinyl stage-curtain material is now available in four new muted finish, solid colors in a velour texture to meet the preference of many school officials for the unobtrusive velour effect in a dull sheen. Garnet, blue, green, and gold are the new colors in the standard quality Du Pont stage curtaining. The material is engineered to possess permanent flame resistance, dimensional stability, and economy of maintenance. As proscenium curtaining, it has the appearance of pile fabric and balances the jewel-tone vinyl coated glass fabric line of stage curtain material in bright hues of higher luster. For more information, write to the manufacturer, E. I. Du Pont De Nemours & Co., Wilmington, Del.

(For Further Details Circle Index Code 051)

SCHOOL BOARD JOURNAL for MARCH, 1960

## PIANOS FOR THE SCHOOL

The Style 11 piano for classroom, lounge, or home, was introduced to the recent American Association of School Administrators Convention by Everett Piano Co.,



### Three Models Offered

South Haven, Mich. It features extra-sturdy backposts to keep the piano in tune longer, even when moved frequently for school use. A reinforced fallboard, sturdy enough for a child to sit upon, has locks at both ends. The patented locking top prevents foreign objects from getting into the piano. A recessed toe block holds casters for greater mobility without changing height of pedals and keyboard 24 in. from the floor. The piano is 45½ in. high and 58 in. wide. Two smaller models, a console and a spinet, are also offered.

(For Further Details Circle Index Code 052)

## SAFETY PATROL HELMET

A new plastic helmet, called "Cair-Cap" has been introduced for use of school safety patrols. Manufactured by Chamberlain Aviation, Inc., Akron, Ohio, the helmet is designed to provide a more effective warning to motorists to "watch out for children," even under the most adverse weather conditions. Made of Fibreglas-reinforced polyester resin to withstand rough



### In White or Yellow

use, the helmet is available in "highway yellow" or high-visibility white. Color is formulated into the resin before it is molded, so it cannot chip, crack, or peel off. The helmets are designed to nest together for easy storage. Helmet has a lining of sanitary, easily cleaned webbing so it can be adjusted to fit any head size. Send for price information.

(For Further Details Circle Index Code 053)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

SCHOOL BOARD JOURNAL for MARCH, 1960

## ACME CHEMICAL?

*Sure  
I know them*

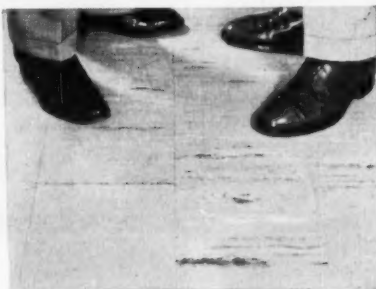


They're one of the really good firms I've dealt with in my 22 years as a schoolman.

Acme Chemical are *manufacturers*. They control what they make, from start to finish, so they *know* just what each product will do for us.

We've always found Acme Chemical products performing exactly as we were told they would.

**Take this floor.** It's protected by Saber®. Saber is Acme Chemical's new resin emulsion floor coating. They worked on it for years before they sold a gallon of it. Told us it would outwear any coating we ever used — and it does! When was it put down? Last summer — and it's still on the floor. Looks like it was put down yesterday, doesn't it? Performs for us just as our Acme man said it would.



Saber is one of 80 fine products made by the Acme Chemical Company. Your Acme man will be happy to demonstrate it for you.



Maintenance materials for the School Building . . .  
served to your satisfaction.

(For more information from advertisers, use the postcard on page 59)



1 Ton per sq. in. — That's the dent which a 125 lb. female, teetering on today's 1/4" "spikes," makes! — No wonder those thin-skinned floorings can't take P.T.A. meetings any more!

### FLOOR YOUR NEW MULTI-PURPOSE ROOM with



### NORTHERN MAPLE

Bouncier, easier on the feet, and best floor for basketball and gym, J. W. Wells DIAMOND HARD Northern Maple is also a real economy in any combination gym-auditorium where "Spikes" (and dents) are real threats.

WRITE FOR FREE LITERATURE

**J. W. WELLS**  
LUMBER COMPANY

### BIKE PARKING RACK

Bicycle racks constructed of heavy steel piping are made by American Playground Device Co., Anderson, Ind. The racks are arranged for portable use or permanent setting in concrete. The racks are fabricated of 1 3/4-in. galvanized steel pipe with heavy-duty fittings, that are tested to more than 50,000 lb. tensile strength. Four sizes accommodate 22, 33, 44, and 66 bicycles. Write for more information on this moderately priced item.

(For Further Details Circle Index Code 054)

### CATALOGS AND BOOKLETS

"A Study of Economics in School Building Maintenance," compiled by Hillyard Chemical Co., St. Joseph, Mo., presents ways to cut school maintenance costs. It shows that low cost maintenance does not necessarily result from cheap materials.

(For Further Details Circle Index Code 055)

There is a custom-built look to the Series M line of modular refrigerator and food warming cabinets made by Koch Refrigerators, Inc., Kansas City 15, Kans. Send for a colorful folder illustrating the models and their variations.

(For Further Details Circle Index Code 056)

### MANUFACTURER'S NEWS

Iron Fireman Mfg. Co., Cleveland 11, Ohio, has a new leasing plan by which institutions can rent heating and power plants. The monthly rent is based on operating expenses only; no installation fees or capital investment is needed. Send for details.



**Superior Design,  
Construction and  
PERFORMANCE**

far greater  
strength and  
**SAFETY!**

## AMERICAN

### Approved

## PLAYGROUND AND SWIMMING POOL EQUIPMENT

The wise choice of experienced  
buyers for nearly half a century.

WRITE FOR LITERATURE



## AMERICAN

PLAYGROUND DEVICE CO.  
ANDERSON, INDIANA, U.S.A.

WORLD'S LARGEST MANUFACTURERS OF FINE  
PARK, PICNIC, PLAYGROUND, SWIMMING  
POOL AND DRESSING ROOM EQUIPMENT

## 5 QUESTIONS

every school executive  
should ponder

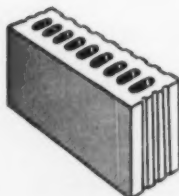


Of the many responsibilities that face each school official, few are greater than that which requires the best possible structures. Each responsible school executive should ask:

- Are our buildings fireproof?
- Are they low in initial cost?
- Are they low in maintenance?
- Are they functional and attractive?
- Will they stand the test of time?

We would like to send you a folder that discusses and answers these questions ...no obligation, of course. Simply—

**SEND TODAY**



**STARK** CERAMICS, INC.  
CANTON, OHIO



When production problems and details become overwhelming and you need a lift with attentive service; when you need high fidelity and something more for fine reproduction; when dead lines mean all the word implies, take a close look at . . . . .

*Graphic Arts and Advertising QUALITY Guaranteed*

take a close look at

## PREMIER

ENGRAVING COMPANY

412 West Winnebago Street, Milwaukee 5, Wisconsin

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PHOTO ENGRAVERS



# READER'S SERVICE SECTION

## INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisements and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

Code No.	Page No.	Code No.	Page No.
30	Acme Chemical Company ..... 57	39	Magnetic Recording Industries ..... 6
	Maintenance materials		Language Laboratory equipment
31	American Playground Device Co. .... 58	310	Maple Flooring Mfrs. Assn. .... 2nd cover
	Playground & swimming pool equipment		Northern maple
32	American Seating Co. .... ins. bet. 8 & 13	311	Minneapolis-Honeywell Regulator Co. .... 46 & 47
	School seating		Temperature control
33	AVM Division — Drivetrainer Rockwell Mfg. Co. .... 4 & 5	312	Mississippi Glass Company ..... 1
	Driver instruction		Rolled, figured & wired glass
34	Blue Bird Body Company ..... 48	313	Moore, Inc., P. O. .... 8
	Bus heater		Key control systems
35	Firestone Tire & Rubber Co. .... 2	314	Natco Corporation .... ins. bet. 48 & 51
	School bus tires		Structural clay products
36	Hillyard Chemical Company ..... 53	315	Owens Illinois: Kimble Glass Co. Sub. .... 4th cover
	Floor maintenance products		Glass block
37	Hunt Pen Co., C. Howard ..... 56	316	Premier Engraving Company ..... 58
	Pencil sharpener		Engravers
38	International Business Machines Corp. .... ins. bet. 29 & 32	317	Robbins Flooring Company ..... 7
	Electric typewriters		Free floating floors

### USE THESE CARDS ▶

These cards are provided for the convenience of THE AMERICAN SCHOOL BOARD JOURNAL readers in requesting information on products, services, booklets, and catalogs offered by the advertisers in this issue.

March, 1960

#### THE AMERICAN SCHOOL BOARD JOURNAL 400 North Broadway, Milwaukee 1, Wis.

Please ask the manufacturers, whose code numbers I have encircled, to send me the information, catalogs, or product literature offered in this issue.

##### ADVERTISING INDEX

30	32	34	36	38	310	312	314	316	318	320	322	324	325
31	33	35	37	39	311	313	315	317	319				
NEWS OF PRODUCTS FOR THE SCHOOLS													
047	048	049	050	051	052	053	054	055	056				

Also information on \_\_\_\_\_

Name \_\_\_\_\_

Title \_\_\_\_\_

City \_\_\_\_\_

School \_\_\_\_\_

Zone \_\_\_\_\_

State \_\_\_\_\_

March, 1960

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047	048	049	050	051	052	053	054	055	056				

Also information on \_\_\_\_\_

Name \_\_\_\_\_

Title \_\_\_\_\_

City \_\_\_\_\_

School \_\_\_\_\_

Zone \_\_\_\_\_

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## USE THESE CARDS

The cards below are for your convenience in requesting product information, catalogs, and literature from advertisers and firms listed in this issue.

### AMERICAN SCHOOL BOARD JOURNAL

P.O. Box No. 2068

MILWAUKEE 1, WISCONSIN

### AMERICAN SCHOOL BOARD JOURNAL

P.O. Box No. 2068

MILWAUKEE 1, WISCONSIN

#### BUSINESS REPLY MAIL

First Class Permit No. 1112, Milwaukee 1, Wis.

Postage  
Will Be Paid  
by  
Addressee

No  
Postage Stamp  
Necessary  
If Mailed in the  
United States

Postage  
Will Be Paid  
by  
Addressee

#### BUSINESS REPLY MAIL

First Class Permit No. 1112, Milwaukee 1, Wis.

No  
Postage Stamp  
Necessary  
If Mailed in the  
United States

## READER'S SERVICE SECTION

(Continued)

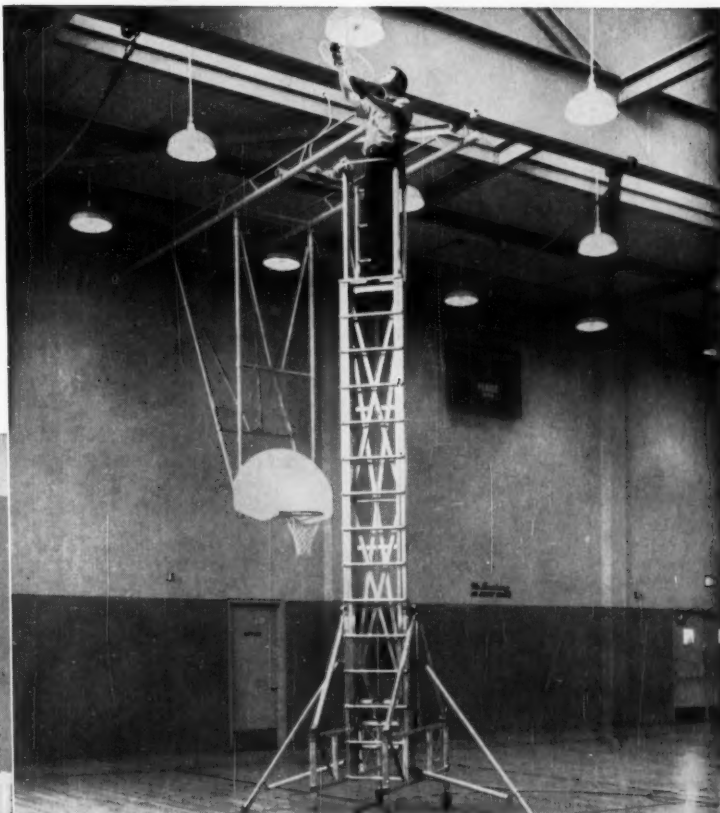
Code No.	Page No.	Code No.	Page No.
318	Royal Typewriter Co. Div. Royal McBee Corp. .....54 & 55 Standard typewriters	048	Bradley Washfountain Company ..... 56 Back Panel for Washfountain
319	Safway Steel Products, Inc. .... 51 Telescoping gym seats	049	Michael Flynn Mfg. Company ..... 56 Emergency Window
320	Shayder Brothers, Inc. .... 43 All steel folding chair	050	Lowerator Div., American Machine & Foundry Co.. 56 Self-Leveling Dispenser
321	Stark Ceramics, Inc. .... 58 Glazed facing tile	051	E. I. Dupont De Nemours & Company ..... 56 Flame-Resistant Fabric
322	Taylor Company, Halsey W. .... 52 Stainless steel fountains	052	Everett Piano Co..... 57 Piano
323	United States Steel Corp. American Bridge Div.... 45 Standard steel stadiums	053	Chamberlain Aviation, Inc. .... 57 Safety Helmet
324	Up-Right Scaffolds .....3rd cover New work platform	054	American Playground Device Co. .... 58 Bicycle Racks
325	Wells Lumber Co., J. W. .... 58 Northern maple	055	Hillyard Chemical Co... 58 Booklet
NEWS OF PRODUCTS FOR THE SCHOOLS			
047	Tollerton Co. .... 56 Laboratory Table	056	Roch Refrigerators, Inc... 58 Folder

UP-RIGHT ANNOUNCES A NEW WORK PLATFORM

# TALLSCOPE

...telescoping aluminum structure for overhead spot maintenance

Lightweight, rapidly assembled by one man. Extends instantly for reaching heights up to 30 ft. Telescopes for rolling under trusses and other obstacles. Adjustable legs for uneven floors or stairways.



Rolls through doorways . . . only 29" wide, telescopes and folds down.

Bridges over auditorium seats.

Separates easily into 3 components for convenient storage or transportation.

FOR **TALLSCOPE** WRITE TO UP-RIGHT SCAFFOLDS  
CIRCULAR

UP-RIGHT SCAFFOLDS • DEPT. 171 • 1013 PARDEE ST., BERKELEY, CALIF.

MANUFACTURED BY  
**UP-RIGHT  
SCAFFOLDS**

(For more information from advertisers, use the postcard on page 59)



*Now, for the first time . . .*

# the color is in the glass!

Now Owens-Illinois adds a new horizon to traditional glass block economy and light control . . . permanent, cool-green color.

New SHADE GREEN Glass Block provide a more comfortable environment for learning with cool, screened sunlight control.

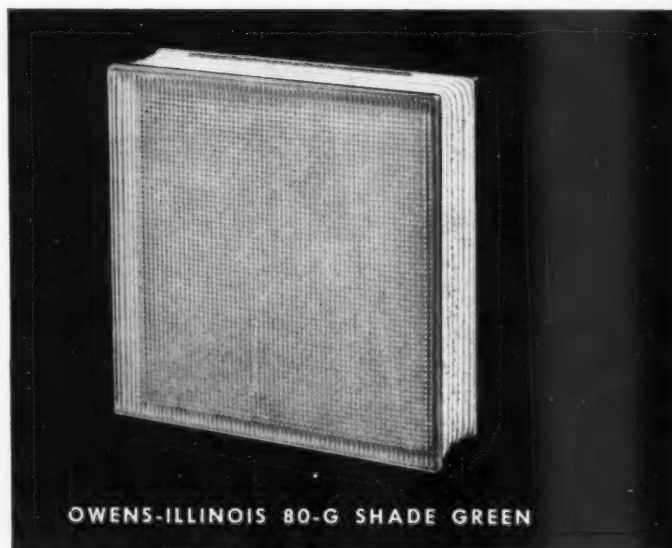
Use No. 80-G SHADE GREEN prismatic block for non-direct sun exposures.

Use No. 80-GF SHADE GREEN prismatic block with fiberglass insert for direct sun exposures.

School exteriors are more attractive, classroom interiors more pleasant with Owens-Illinois SHADE GREEN glass block.

And Shade Green block incorporate all of the economies in heating, lighting and maintenance that characterize standard Owens-Illinois Glass Block.

Want to know more about SHADE GREEN for *your* school? Write: Kimble Glass Company, subsidiary of Owens-Illinois, Toledo 1, Ohio for more information.



OWENS-ILLINOIS GLASS BLOCK  
AN **®** PRODUCT

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